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UNIVERSITY OF ALBERTA

TEACHING IN A GRADE 5/6 CLASS: A SELF REPORT

by

Wayne Hunter

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF Master of Education

Department of Elementary Education

EDMONTON, ALBERTA

Spring, 1988

THE UNIVERSITY OF ALBERTA

THE FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled: Teaching in a Grade 5/6 Class. A Self Report, by Wayne Hunter in partial fulfillment for the degree of Master of Education in Elementary Education.

DEDICATION

This work is dedicated to my mother Beatrice Hunter and my father Edgar Thomas Hunter, neither of whom were able to see the finished work, but without whose love and support none of this would have been possible.

ABSTRACT

The purpose of this study was to explore and present the teaching process from a personal perspective, in a personal way.

It is intended to be a source of information and insight to non-teachers and preservice teachers alike.

There are many studies directed toward student learning and achievement. The available literature supports the fact that there are very few studies concerned with teacher thinking. Some researchers recognized the need for more teacher initiated, experienced based research. These researchers advocate the need for research that attempts to present the entire picture of what teaching is.

Many people have attended, or will, attend school, and there are some non-teachers and preservice teachers who believe they understand what it is like to be a teacher. However, my study is a teacher initiated analysis of teacher thinking which was undertaken in order to describe, share and explain what it was like for me to teach one class, one unit of study.

The study itself evolved as my data were collected and questions became apparent. The end result is a study

that presents the teaching of a unit of Science in terms of defined interactions. The ultimate evolution of the study resulted in the creation of a diagram to explain the complex, interrelated interactions in my classroom. The diagram led to the development of a set of defined interactions that I believe can be used to describe my teaching situation.

As the study evolved I learned about myself as a teacher. The discoveries made in this study will, I hope, help to explain the complex world of teaching from a teacher's perspective.

ACKNOWLEDGEMENTS

I would like to thank my teachers, the teachers I have worked with and the classes I have taught for making me the teacher I am today.

A special thank you goes to Mrs. Enid Botchett and Mrs. Jean Staniland, without whose support and encouragement this work would never have been completed.

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Overview of the Study

The study begins with a descriptive account of the situations and questions that led to my desire to pursue a Master's Degree in Education. My main purpose lay in attempting to gain insights regarding myself as a teacher. The resulting study was intended to be of use by virtue of the fact that it would attempt to describe the teaching environment and influencing factors as they actually operated in my classroom. The insights I acquired led to the formulation of the diagram of School Interactions which enabled me to determine appropriate questions for my study.

The Literature Review was difficult to carry out because of the unique nature of the study. However the end result disclosed that there did appear to be a need for a research study describing the total teaching experience.

The diagram of School Interactions in conjunction with a set of defined interactions which evolved from it, together with background information concerning the situations presented in the study, was used to analyze and present the teaching experience.

The study presents my interpretation of my teaching environment and experience, through the use of an interaction model developed specifically for that purpose. The outcome of the study is a teacher's description of his world and a personalized interaction model. It concludes with my reflections on the model of interactions, my
teaching and personal beliefs about teaching, that were the direct results of carrying out this the study.

Chapter I

Background to the Study

The General Evolution of the Study

Like so many other students who finish their Bachelor of Education degree, I originally had no desire to do graduate work. My plan was to teach several years, get my permanent certificate and a contract, then look for career opportunities within education, or outside education if necessary.

As it turned out I became interested in further study after my first year of teaching and, after completing most of a Graduate Diploma program, I was able to enter into a full fledged Master's Program.

While involved in curriculum development work during the Graduate Diploma Program, I began to articulate several questions that I had been developing as a result of my teaching experience. These questions were as follows:- (a) Was there a discipline system humanistic in nature, yet having an endpoint stringent enough to convince students that discipline was a serious matter? (b) If such a system does exist then would it inculcate in the students a desire to improve on their behaviour?

A third question arose as a result of a curriculum development course namely:- (c) Could a curriculum be developed to help first year teachers survive their initial teaching experience?

It was while working through a curriculum development course that I attempted to develop such a curriculum and became motivated to enquire into the possibilities of developing the curriculum as a Master's Thesis Project. The result of my enquiries was that I found support for the idea at the University of Alberta, but soon came to realize that a program similar to my proposal was already being put into action. The program I refer to is the Teacher Effectiveness Program.

As a result of this information, I re-examined the question and decided to try a self-study of the teaching process. My desire was to determine what exactly happens to me, the teacher, during the teaching act. This inquiry would allow me to determine what I did as a teacher and why some of the things worked. I also hoped that it would be useful for preservice, first year and non-teachers as a source of information as to what teaching was all about.

Part of my program required me to serve in residence at the university. During my residency I was encouraged by several instructors to change, or adapt, my study to a more traditional format and nature. The basic result was

that after approximately six months consideration and several near changes in topic, I came back to my original plan to study the teaching process from a personal perspective.

I knew my study would be unusual and that the value, importance and quality of qualitative study is questioned by some researchers. My original plan called for a pilot study, mainly intended as a time to test equipment and procedures; followed by the actual study which, when reported, would be of such detail that the reader would experience the classroom and the teaching process in a manner that would enable them to relate to the people, place and events described.

At that point in time I had no idea of what I would find, what questions I would uncover, or how it would fit together. I just knew that I wanted a quality, descriptive work similar to Spradleys' - The cocktail waitress: Woman's work in a man's world.

The basic format and procedure was maintained until after the pilot study when several factors and questions became evident and resulted in more changes.

Reflections

My Master's Program has been unusual from the very beginning for several reasons. The work itself was planned to be qualitative in nature and self-discovery

oriented in content; neither of these procedures are traditional in nature to say the least.

I worked full time or part time, as a teacher, throughout the entire program. My employment led me to have what I consider a balanced approach to my study. I recognized the fact that theory plays an important role in research and the classroom, but I was also constantly aware of the fact that the classroom is, by and large, a place of practicality. My work also, to a small degree, was a welcome distraction. It provided me many opportunities to get side-tracked because of schedules, commitments and lack of time and energy. All in all I am glad that I worked and studied at the same time, because it allowed me to progress continually as a teacher, student and individual.

I am only now fully able to realize how fortunate it was that I chose a study that, by its very nature, was evolutionary. The next section details the evolution which occurred in the Pilot Study which led to the present form of the study.

The Pilot Study

The Plan

My original plan was to videotape two lessons, each lesson being of a different subject, for the prime

purpose of testing the equipment and to possibly discover some differences in the teaching experiences between subject areas.

Along with the complete videotapes of the lessons I planned to maintain a comprehensive set of lesson plans, as well as a detailed personal log.

Once all this information was collected I hoped to use the analysis phase of my work to rebuild my teaching experiences based on the data collected. The end result of the analysis would be a story that presented the teaching experience in an accurate, readable way.

Although I still did not know exactly what I would find through examination of the data, I began to think about and realize the magnitude of the plan. This realization led me to the question of "How do I handle all this data?" At the same time I was also trying to deal with the question of "How do I keep the work as objective as possible, so that it would be both real and yet qualify as good research?" I found I was to go through several plans before I came up with one that made sense in terms of both of these questions and was practical to use.

On the first day of videotaping, I rushed around over the lunch hour setting up the camera, testing the controls and checking to make sure that the image and sound reproduction was as complete as it could be. Before I knew

Before I knew it my lunch hour was over and the children were entering the room.

Just before the class arrived I had set the camera up, secured the tripod and placed three chairs around it so that the children would not be able to bump, knock on or upset the equipment. My concern proved justified, not as the result of the class being either disruptive or destructive, but simply due to the fact that the camera had been set up in a back corner of the room, adjacent to the student coat racks.

As the class assembled in the room for the lesson they milled in a crowd around the coat racks. This crowding around made if very difficult for me to reach the front of the classroom in order to commence the lesson. While all this activity was occurring my main concern was whether any student would bump the camera out of its set and also I experienced tremendous anxiety regarding the correct functioning of the camera. The scheduled lesson was on health and concerned itself with students developing an understanding of their own self-concept, through the creation of a poster. The picture was split into two parts one part representing the strengths of the students, and the other the weaknesses.

The start of the lesson seemed to drag on for an eternity. While I tried to present an overview of the lesson to the class, students reacted to the camera by

either sitting extremely quietly or, in some instances, by performing for the camera. As a result it took me approximately ten minutes and four attempts to get the lesson started. Needless to say as the time went by I became frustrated by the lack of success I faced in starting the lesson. I also came to realize that the students and I were both distracted by the camera. Part of my distraction came from the fact that I wondered what the full class image was like, as well as wondering if the camera and microphone were functioning. The students' distraction seemed to be based on the fact that they were conscious of the camera and were not used to it's presence in the room. One boy expressed concern over how the class would look on videotape when he asked "Will we be able to see ourselves?" Another very outgoing boy showed shyness about the camera when he quietly asked, "Is it on yet?" This same boy was reluctant to provide an answer to a question later on in class because the camera was on.

From my first day of videotaping I came to several conclusions; I realized that although the students were aware the camera was going to be in the class, they needed more than that knowledge to prepare them for its presence. It also became clear that a quieter, more unobtrusive location was needed for the camera to allow the students to relax with it's presence in the

classroom. (It was unfortunate that a better location was not possible.) Reviewing the first day of taping I now perceive that the students may also have read the frustration, and concern, in my presentation and related it to the presence of the camera.

In an attempt to remedy the situation I arranged for the class to view about ten minutes of the taped lesson before the next taping session. During the session the class and I shared some jokes related to the content of the tape. This procedure resulted in the students becoming a little more relaxed.

As a follow-up to the viewing session described above and prior to the start of the second taping session,I also provided each student in the class with an opportunity to look through the viewfinder of the video camera thus enabling them to view the classroom from the camera's point of view. I had hoped that by doing this the class would relax and open up, as they normally did in class, despite the presence of the camera in the room. This proved not to be the case for every student although the procedure did make an appreciable difference in the level of relaxation among the students.

The second taping session was during an afternoon Math Review lesson. The lesson began with only the boys in the classroom, the girls were out of the room with the school nurse as part of the health program. This may

seem like an inopportune time to decide on videotaping the class, but since I wanted to capture the natural flow of the class, and because interruptions are part of the classroom life, I did not envisage the interruption that would inevitably occur as a result of the girls returning to the classroom as a problem.

In actual fact, the situation proved to be an excellent opportunity for me to work with a smaller group. By asking questions and providing more individual attention the class activity and discussion became more open. However, there was, as I had anticipated, a slight disruption caused in class due to the settling and seating of the girls after their arrival back into the classroom at the termination of their health lesson.

Although the second taping session was more open and normal in nature, I began to discern just how quiet and unwilling to discuss things the class really was. Students appeared to react this way as a result of their own uncertainty regarding their knowledge, shyness, or from the awareness that if they waited long enough someone else would answer, thus enabling them to either ignore the discussion or simply blend into the class unnoticed.

Analysis

The analysis of my data did not begin until all the taping was complete. This was a result of a combination of personal and work factors. My original plan was to work on my analysis as I was involved in the taping, so that the information examined would still be fresh in my mind.

My major reason for waiting until all the taping for my study was completed was that, through usage, I had become familiar with the equipment I was operating and had gained confidence in the correct functioning of the videotape procedures, and I was fully convinced that the videotaped lessons would be rich in data. Viewing the videotape was to some extent similar to reliving the lessons.

The actual analysis was preceded by the transcription of the audio-track of the videotape. The videotapes were then examined a second time in order to develop a transcription of the physical movement patterns found on the tapes. As this transcription was done, the movement patterns were matched to the appropriate portions of the audio-track transcription. The results from these procedures filled six file folders and included hundreds of pages of transcription data.

The tremendous volume of data I had collected compelled me to modify my plan for the final report of my study.

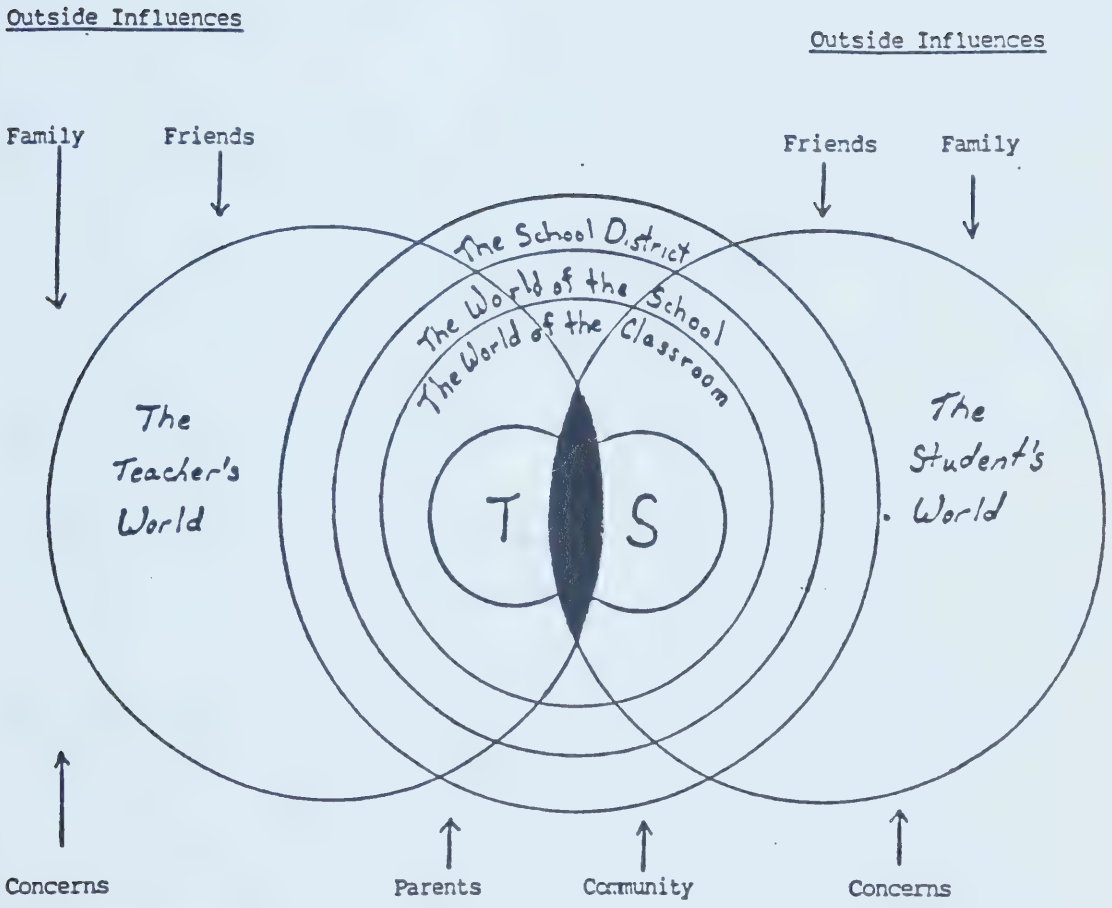
The plan that I developed, and was later to change, consisted of a two-part account of each lesson. The first portion of the lesson would be written as a story of the lesson and its events, similar to an ethnography. This would then be followed by a chart showing the flow of interactions and emotion in the class. The concept was good but the volume of data made this approach impractical. This plan also left the study with no direct purpose or clearly defined questions.

Question Development

The study began its final stage of change when I considered what elements were contained within classroom interactions.

To deal with the question of "What goes on in a classroom?" I developed the diagram which can be found on the following page.

SCHOOL INTERACTIONS



Type (T = Teacher
(S = Student
(Shaded Area = Teacher-Student Interaction in a one on one situation

The Teacher's World - included interactions with individual students, groups of students, and the class. It also included the teacher's personal history, personal interactions and perceptions of his or her professional roles and duties.

The Student's World - included interactions with the teachers, other students, friends and the class. It also included the student's life in the classroom as well as his or her personal life.

The World of the Classroom - was part of both the teacher's and the student's world. It also included interactions in the classroom that neither the teacher nor the student were aware of or even part of.

The World of the School the teacher and student worlds interacted in and with the World of the School. It contained the physical classroom and the World of the Classroom. It provided the location and atmosphere for the student, teacher and classroom interactions as well as a site for the development and implementation of School Guidelines. The World of the School was directly influenced by the parents of the students, the community and the guidelines of the school district to which the school belonged.

The World of the School District was made up of the structures, objectives, goals and procedures used by the school district, to ensure that the schools within it's jurisdiction, were meeting the goals of the Government, Department of Education, the parents and the community.

It was influenced by the students, staff, parents, community and administration involved with the schools in it's jurisdiction.

During the process of studying the diagram I began to extrapolate questions that were pertinent to my study. The diagram was also instrumental in helping me focus on the interactions that are integral parts of the teaching experience.

The following questions were developed from my study of the diagram.

1. How does the Teacher's World affect the school?
2. How does the Teacher's World affect the class?
3. How does the Teacher's World affect the Student and Teacher interactions?
4. How does the School World affect the Teacher's World?
5. How does the School World affect the Class World?
6. How does the School World affect Student and Teacher Interactions?
7. How does the Class World affect the Teacher's World.

8. How does the Class World affect the School?
9. How does the Class World affect Teacher and Student Interactions.
10. How does the Student's World affect the Teacher's World?
11. how does the Student's World affect the World of the Class?
12. How does the Student's World affect the School World?

After comparing the diagram and the twelve questions, two ideas became evident. 1) Classroom interactions are two-way interactions and I could reduced the number of questions because of this. 2) the interactions in a classroom are not independent of each other, due to the fact that more than two people are usually in the classroom during one time. This means that people not directly involved in an interaction have the opportunity to add to, or react to, the interaction because they are present when it takes place.

The next step was to use these ideas to develop a set of interactions. In order to do this I labelled the transcriptions from the pilot study in terms of who was involved in the interaction. While doing this, I was also concentrating on the diagram of interactions and the formulated questions to determine what real interactions were like.

The end result of this was that interactions labelled T-S, indicating the teacher asked the student a question, for example, were re-labelled T-S-C because the class was present and could react to the interaction.

This formulation period resulted in the creation of six questions and a set of interactions that could be used to work with the questions. The following are the six questions.

What is the nature of the interactions between:

1. the Teacher's World and the School?
2. the Teacher's World and the Class?
4. the Teacher's World and the Student?
4. the School and the Class?
5. The Student and the Class?
6. the Student and the School?

The Interactions

In all, eight major categories of interactions evolved from the analysis of the Pilot Study data. The purpose of this section is to present each of the interaction types and to explain their content.

1. The Student-Teacher-Class Interaction (St-T-C).

Explanation of the Interaction

This interaction involves a direct reference to the

teacher in the student action, statement or question. For example, a student asks, "Mr. Hunter, may I go sharpen my pencil?" The class is included in the sequence because it is present and has the potential to respond to the interaction. The students in the class will listen to the Student-Teacher portion of the interaction if it is of interest to them, or it involves them. If there is no actual interest or involvement in the interaction, students will usually ignore it. The class learns the operational rules of the classroom from observing and participating in these interactions. Students are also capable of developing their knowledge of how the teacher acts and reacts in situations by monitoring Student-Teacher interactions.

St-T-C interactions happen when:

- the student asks a question of the teacher
- the student answers a question asked by the teacher
- the student defies the teacher

Types of St-T-C interactions

There are two basic types of St-T-C interactions Open and Closed. Open interaction refers to interactions that are available to the class for information, or for the purpose of prompting the class action or reaction. Closed interactions are those interactions not intended for the entire class because of their personal nature, or

are those interactions which are ignored by the class because they so frequently occur during a school day and are therefore a commonality. Such interactions are of no interest therefore the class does not become involved..

The following chart gives a more complete explanation of the two types of ST-T-C interactions.

St-T-C (Open)

- Students provide information to the teacher and class.
- involves general classroom participation. For example, classroom discussion.
- the student's comments in the interaction are directed to the teacher openly
- comments in the interaction are available to the whole class for response

St-T-C (Closed)

- interactions are of a personal nature
- in such cases the entire class should not know their content. For example, if the interaction concerns a student's personal problems or illness.
- or when the class tunes out an interaction because the interaction does not demand their interest or involvement. These interactions can be of a very common nature. For example, when a student asks to go to the washroom or asks if they may sharpen their pencil.

2. The Teacher-Student-Class interaction (T-St-C).

Explanation of the Interaction

The class is included in this interaction because it is an element that is constantly present during the teaching process and has the potential to react or respond to interactions within the classroom.

The T-St-C interaction takes place when:

- the teacher responds to a student but intends the response not only give information to the student, but to the class as well.
- the teacher responds negatively to a student. For example, the teacher says "Sit down - NOW!" to a student.
- the teacher answers a question from the lesson
- the teacher responds to, or answers, a question not related to the lesson. An example of this would be, the teacher responding to the question "When do we get P.E?" when it is asked during a math lesson.

Types of T-St-C Interactions

As in the case of the St-T-C interactions the T-St-C interactions have two basic forms. These forms are again Open and Closed.

T-St-C Interaction (Open)

- happens when the teacher uses questions and review to prompt a student to answer a question.

- includes general classroom activities as in discussion, teacher praise of a student, or when the teacher attempts to give a student some attention while teaching.

T-St-C (Closed)

- happens when the teacher uses such techniques as proximity and a low voice, to deal quietly with a student in order to point out or correct misbehaviour.
- also happens when the teacher responds quietly to a student regarding a personal problem the student has such as illness.
- happens when the teacher responds to a student and the class tunes out on the interaction. An example of this would be a student asking to go to the washroom.

It is interesting to note that St-T-C interactions and T-St-C interactions are closely related due to the fact that one usually follows the other. In this relationship either of the interactions may begin the sequence.

3. The Student-Class-Teacher Interaction (St-C-T).

Explanation of the interaction

This interaction is dependent upon a student making a non-directed statement, action or request in the classroom. Once this statement, action or request is

made the final form of the interaction depends upon who responds to the statement, action or request, if it is responded to at all. If the student's initial input is responded to by an individual classmate, a portion of the class, or the entire class, the interaction becomes a Student-Class interaction. For the purposes of this study the "C" in an interaction could be one student, a group of students, or the entire class. This is possible because all of the students in a class are part of, and to some extent represent, the class as a whole.

If the student's original input is responded to by the teacher, then the reaction becomes a type of Student-Teacher interaction. This type of Student-Teacher interaction is actually a modified Student-Teacher-Class interaction as it begins with a non-directed statement, action or request. The class is still present and always has the potential to respond, but it is the teacher who actually does respond to the student's original input.

If the original input is not responded to by anyone the statement, action or request becomes part of a non-interaction.

The Premise behind St-C-T Interactions

1. Since the class and teacher are usually always present there is the potential for them to respond to any student's statement, action or request.

2. The presence of the teacher implies that the teacher has the potential to respond to a student's statement, action or request.

3. The presence of the class implies that the class has the potential to respond to a student's statement, action or request.

4. Student-to-Student interactions are included as Student-Class interactions since all of the students part of the class and not all Student-Class interactions involve the whole class. An example of this type of interaction would be two students talking during a lesson.

5. The teacher is usually in the classroom and has the choice to respond or ignore a Student-Class interaction, depending upon the situation as perceived by the teacher. The interaction may not be perceived at all by the teacher, since it is impossible for the teacher to note, monitor or participate in all classroom interactions.

6. The Student-Class-Teacher interaction exists to deal with those interactions in a classroom that begin with a non-directed statement, action or request from a student.

Information about the Student-Class-Teacher Interaction

The St-C-T interaction occurs when a student is providing the class and teacher with some information on a specific topic.

The final placement of an interaction into this category is dependent upon two factors. They are as follows:

1. Was the initial student input non-directed?
2. Who responded to the initial student input?

Within a classroom the St-C-T interaction has the potential to create a class disruption due to it's non-directed origin. However, this type of interaction can also induce a teacher reaction due to the same element of non-directionality. Troubled students quite often use St-C-T interactions to disrupt the class or gain a reaction from the teacher.

4. The Student-Class interaction (St-C).

The St-C interaction is a subset of the St-C-T interaction and emerges when a classmate, group of classmates or the entire class responds to a student's non-directed statement, action or request. This type of interaction can be initiated by a student calling out in the classroom.

The interaction can be private between two or more people who are on-task, not on-task, or on a task-related

topic. The St-C interaction becomes a full St-C-T interaction if the teacher intervenes in the St-C interaction.

5. The Student-Teacher Interaction (St-T).

This interaction is a subset of the Student-Class-Teacher interaction and occurs if the teacher responds to the student's initial non-directed statement, action or request. It becomes a subset of the St-T-C interaction if the student's initial statement, action or request is specifically directed to the teacher.

If the student's initial input is focused toward the teacher directly, then the question becomes one of determining if it is an Open or Closed St-T-C interaction.

The initial student input can be focused to the teacher as a result of the teacher acknowledging the student, non-verbally by using body language, before the student's initial input is made. It can also be focused on the teacher if the student refers to the teacher directly, as in the example, "Mr. Hunter, may I go to the washroom?"

This category emphasizes the interrelatedness that can exist between interactions. It also demonstrates the fine line that can divide the categories.

6. The School-Teacher-Class Interaction (Sc-T-C).

This interaction involves any communication that comes from the School Administration to the teacher, for the purpose of passing the information onto the students. It is important to note that the teacher as a staff member, is a member of the school decision-making unit and so can, at times, represent the School. This usually happens when a teacher participates in a staff meeting or presents information to a staff meeting.

The Sc-T-C interaction is characterized by information being given by an official source to the teacher, who then passes it onto the class. This information can be presented to the teacher by a fellow staff member, such as the principal, another teacher or the secretary. Or it may be brought to the teacher by a student on behalf of the principal, another teacher or support staff member, e.g. school custodian.

Examples of School-Teacher-Class Interactions

1. The teacher presents and discusses the staff-developed school rules with the class.
2. The teacher talks with the class regarding school concerns that have been discussed at a staff meeting.
3. The secretary brings a message to the room. For example, a student is wanted for testing by a specialist consultant.

4. A parent volunteer comes to the room to verify the attendance of a pupil.
5. The office checks to see if all the forms required for registration, a field trip, a book order etc., have been returned and are ready to be turned in.
6. The librarian, or library aide, checks to see if the teacher has or has not returned the material needed for a program.
7. A student runner comes to inform the teacher that another teacher needs help, e.g. a projector is not functioning correctly and the teacher using it needs it inspected.

7. The Teacher-Class-Student Interaction (T-C-St).

This interaction happens when a teacher presents a lesson to the class or attempts to gain the attention of the class.

The individual student becomes involved when he or she responds to, or ignores, the teacher's lesson, instructions or question.

Types of T-C-St Interaction

The T-C-St interaction has two basic forms. The Instruction form is employed when a teacher asks a class a question during a lesson, and then selects a student to answer the question.

It is a recognized fact that by increasing the wait time before involving an individual student, the chances of increasing class involvement in the lesson are increased, because all of the students are accountable for the answer to the question until a specific person is chosen to provide an answer.

The second form of this interaction is the Disciplinary form. An example of this form takes place when the teacher makes a statement to the class and wants to emphasize it's importance to one student through the use of raising or lowering the voice, proximity or eye contact with the particular student, while making a general comment, such as "I would like your attention, NOW, please."

A variation of this happens when the teacher adds on a direct question after the general presentation to the class. For example, a student is talking while the teacher is trying to start the lesson, and the teacher comments to the class "I want your attention, now, please?" and then adds to the comment by saying "Right Ralph?" The phrase, "Right Ralph?" emphasizes the importance of the comment to Ralph, it also informs him that the teacher is aware of his behaviour and would like it stopped.

The class may also benefit from this interaction because of the realization that the teacher is watching,

aware, and serious about requiring immediate quietness from the class. The results of this type of interaction could be a faster transition from noise to silence than the norm.

The addition of a question such as "Right Ralph?" can occur at any stage of a lesson in order to emphasize to the class and student, that the teacher is aware of what is happening in the class.

The Teacher-Class-Student interaction is a type of interaction that can expand class involvement and help to increase the pace of the lesson. It can also be instrumental in dealing with misbehaviour by informing the class, and the student, of the fact that the teacher is aware of the misconduct and does not approve of it. This can terminate the misbehaviour before it evolves into a problem that disrupts the entire class and subsequently interrupts the flow of the lesson.

8. The Teacher-School Interaction (T-Sc).

The Teacher-School interaction category includes those interactions that require the teacher to pass information onto the office. The reporting and recording of daily attendance is an example of a Teacher-School interaction.

A direct type of Teacher-School interaction occurs when the teacher personally passes on information to the office.

This variety of Teacher-School interaction can be:-

1. the teacher thanking the secretary or aide
2. the teaching talking with the school custodian
3. the teacher talking with other staff members at a staff meeting
4. the teacher talking with the principal

The Teacher-School interactions are those interactions between staff that add to, or help to develop, a smoothly operating school.

The Final Plan

Once the diagram, questions and interaction definitions were formulated the final plan for the completion of my study was developed.

I planned to examine the data for examples of the interactions. Specific situations would then be reported in detail to include the teacher's reactions and his emotions regarding the reactions. The situations would then be explained in terms of the diagram of interactions, in an attempt to more fully describe and present the complex process that is teaching.

Reflections

In the early stages of the work on my study, I was referred to the research carried out by Walter Werner as a reference and guide for my own question formulation.

Although I did not intentionally use his questions, there seems to be a relationship between my research and the questions he developed.

The questions Werner and I appear to have in common, although they are presented in different ways, are as follows

1. What is the commonsense world in which the teacher seems to primarily exist?
2. What psychology of education is dominant?
3. What philosophy of education is dominant?
4. What seems to motivate the teacher?
5. How is the teaching world interpreted?
6. How is the teaching world ordered?
7. What contrasts, comparisons, relationships, and organizations are used in teaching? (Werner, 77).

If I had used these questions directly, I think it would have changed the course of my study. However, it is encouraging to discover that my study has similarities to a recognized piece of research such as - A study of perspective in Social Studies, (Werner, 1977).

Chapter II

Literature Review

"I think therefore I am.", (Descartes 1760-1841). When it comes to "Teacher Thinking" Descartes' original statement can be modified to -"I think as a teacher, therefore I act as a teacher."

Anthropologists study many in the context of past and present to determine what he does and why. Ethnographers study situations from the viewpoint of a participant in the culture who is not a full member of that culture. The ethnographer is participant-observer and as such is like "the fly on the wall" observing the culture.

Meltzer (1967) believes a person may interact with themselves and bring about change through the consideration of themselves in different ways.

I am trained as a teacher. I am a member of a school staff. I am attempting to described what happens to me when I teach. I am a participant self-observer.

More than anthropology, more than ethnography I am studying myself in an attempt to understand what happens to me when I teach.

If the ethnographer is the "fly on the wall" of the classroom, I am attempting to be the "fly on the brain" of the teacher in a classroom.

The teaching experience is the result of many complex interactions. It is the purpose of this study to share the experience of one teacher, in one classroom during one unit of study.

This literature review will be formulated around the seven questions of Werner presented at the end of Chapter I. Each question will be presented in the form of a heading followed by information from existing research relating to it. This information will comprise the theoretical portion of the literature review. The methodological section of the review consists of seven questions which I utilized to analyze the diagram of School Interactions, in an attempt to support the use of the diagram as a framework for the study of the teaching experience.

The Theoretical Basis for the Study

1. What is the commonsense world in which the teacher seems to primarily exist?

Elbaz (1983) gives us a fairly complete view of what a teacher is when she writes:

> We view the teacher as an active, semi-autonomous role in the classroom, and we focus on teachers' practical knowledge. Teachers are, of course, affected by their origins, their training, the instructions they receive and the mores of the school. They are, however, far more than this. They are persons with a kind of school knowledge possessed by nobody else and this kind of knowledge affects their perceptions, interpretation, and their response to the

> classroom and school events. In short, they are, in important respects, intellectually autonomous. Further, we acknowledge the existence of a form of teacher knowledge which is at once practical, experiential and shaped by a teacher purpose and values." (In: Halkes and Olson, p.135.)
>
> In addition to the teacher's role in the classroom researchers have hypothesized that other factors also affect teacher's attribution for the causes of student's performance. These factors include the teacher's perception of past performance as well as characteristics of the students, including race, social class and sex. (Clark and Peterson, 1981. In: Wittrock, 1986, p.284.)

Going beyond this, Woodlinger (1980) found in a study of one teacher that "51% of the teachers reported interactive decisions had antecedents that originated with the teacher or the environment, rather than with the student." (In: Wittrock, 1986, p.276.)

Doyle (1979) suggests:

> . . . the teacher who is a successful classroom manager recognizes behaviour task "initiations" immediately and intervenes early. The early intervention has the advantage of neutralizing misbehaviour before the student's peers in the classroom "reward" the behaviour, or before public consequences occur. In contrast, failure by the teacher to initiate action that could bring student behaviour back within tolerance, might be considered to constitute ineffective teaching. (In: Clark and Peterson, 1986, p.278.)

"If then one is supposed to understand teacher thinking and it's relationship to action, then the proper subject of inquiry is teaching as experienced by teachers." (Flanders (1983). In: Halkes and Olson, 1984, p.100.)

2. What psychology of education is dominant?

Clark and Peterson (1986) in their review of the work present in the areas of teacher thinking state that, "Research on teachers' implicit theories constitute the smallest and youngest part of the literature on teacher thinking." (In: Wittrock, 1986, p.285.) Yet according to Munby (1982):

> . . . inquiry into this topic is central to a complete and useful understanding of thought processes in teaching. While we say we learn much that is interesting and useful from a technical point of view from research on teacher planning, interactive thinking and teacher's attributions; we can make sense of these findings only in relation to the psychological content in which the teacher plans and decides." (In: Whittrock, 1986, p.285.)

3. What philosophy of education is dominant?

Lowyck (1983) states that:

> . . .teacher is not exclusively a rational profession. He or she reduces the complexity of the job using many non-reflective behaviours. This particularly by revising the functional relationship between thinking and routines." (In: Halks and Olson, 1984, p.10.)

Lowyck goes on to state:

> Teaching is a meaningful activity of a teacher including the complex cognitive processing of external and internal input, observable behaviour, underlying processes and structural variables interact in a subtle way. . . (In: Halkes and Olson, 1984, p.10.)
>
> Teaching is an intentional activity. Goal orientation is one of the most striking features of teaching. On the other hand, not all teaching activities can be explained by intentions, because at some times the environment is a very powerful influence. The teaching is both an independent and dependent variable. The teacher is self-

> steering as well as steered by the field. (In: Halkes and Olson, 1984, p.10.)

4. What seems to motivate the teacher?

"Teaching behaviour cannot be understood as the sum of relatively isolated elementary behaviours." (Lowyck, 1983. In: Halkes & Olson, 1984, p.7.)

Huber and Mandl (1982) believe that teachers assess a situation and decide what action to take depending upon their prior experiences. Ryle (1945) and Polanyi (1958) believe that ". . . what people know is bound up in what they do . . . the meaning of what people do is to be understood in terms of the purposes they are attempting to achieve." (In: Halkes and Olson, 1984, p.39.)

"The important feature of expert knowledge is not whether it can be verified ,but whether it is functional for a certain activity." (Huber and Mandl, (1982). In: Halkes & Olson, 1984. p.54.)

> The point being made is that by recognizing the learning and research potential of teachers, and engaging them actively in the investigation of their own theories of action, we may promote more learning about both teachers and research. (Day, (1983). In: Halkes and Olson, 1984, p.80.)

5. How is the teaching world interpreted?

Day (1983) believes that researchers presently formulate their questions to fit the existing research techniques, instead of adapting the research technique to fit the needs of the question and the situation in which it is asked. This, to some extent, seems to be the

reason for the slow development of research on teacher thinking.

Dan Lortie (1975) takes this one step further when he states that:

> . . . the profession is tilted against pedagogical inquiry; teacher theories are simple and uncritical; but is their practice itself so bereft of intelligence? Is their know-how so deficient? This is another matter and I think the answer is no. The practice is so much more skillful and intelligent than the teacher talking about it might indicate. What teachers know is embedded in their know-how. It is only because of what Gilbert Ryle (1949) calls the "intelligence legend" that we tend to assess the intelligence of performance on the basis of the quality of supposed antecedent, internal operations of planning. (In: Halkes and Olson, 1984, p.37.)

Calderhead (1983) believes that

> . . . if research on teacher thinking is to contribute to a theory of teaching which is of value to the teachers, researchers must not lose sight of the everyday classroom problems that teachers experience." (In: Halkes and Olson, 1984, p.93.)

"Researchers should leave for a while their pragmatic, empirical research and clarify the paradigms, the frameworks, the methods, the concepts." (Lowyck, (983). In: Halkes and Olson, 1984, p.10.)

6. How is the teaching world ordered?

The nature of teaching situations are well explained by Butt (1983):

> As opposed to being a simple set of phenomenon, which are devoid of motive and interest that are easily manipulated and controlled, teaching situations, as quantitative studies have discovered, are very complex, multivariate phenomena. They are exceedingly difficult to

> generalize about and even more difficult to control. Each teaching situation is different in significant ways from others; whether due to pupil, teacher, curriculum, environmental or other characteristics. The teaching act itself, is not subject totally to a rational treatment, but is a combination of science, craft, and art, "on the spot" human ingenuity and intuition. (Eisner, 1983.) The 200 or more (Jackson, 1968) decisions a teacher makes per hour are just as likely to be determined by dynamic situational factors as any pre-determined stance on the part of teachers, indeed less so by expert prescriptive models. (In: Halkes and Olson, 1984, p.97.)

7. What contrasts, comparisons, relationships and organizations are used in teaching?

Kelly (1955), quoting from a study by Ben-Peretz (1983) claims that:

> . . . individuals should be encouraged to use their ideas as hypotheses, or representational models, open to refutation. Representational models are viewed as composed of a series of interrelated personal constructs or tentative hypothesis about the world. These constructs are not to be conceived as isolated components in the thought process of teachers, but their interrelationship becomes a crucial factor in teacher thinking. (In: Halkes and Olson, 1984, p.40.)
>
> It is interesting to note that George Kelly, through critical reflection on his own clinical practice and his knowledge, produced an articulation of that practice which became his personal construct theory. (In: Halkes and Olson, 1984, p.40.)

The comparison between qualitative and quantitative studies, have sometimes resulted in the realization that "scientific" studies are not totally free from the human elements of background experience and emotion.

It is also recognized that qualitative studies are not just collections of subjective thought, but do share commonalities with "scientific" research because of a developed research pattern.

> In many instances, scientific ideas and commonsense reasoning, can be described on the same level of description as the same conception of a certain phenomenon. Scientific ideas often become commonsense." (Marton and Svenson,(1978). In: Halkes and Olson, 1984, p.124.)

> Teacher thoughts and teacher routines could be integrated, if we conceive of teaching as the fulfillment of a task in which different modes of behaviour occur which depend on the complex situation as well as on the degree of expertness of the teacher. (Lowyck, (1983). In: Halkes and Olson, 1984, p.16.)

Maureen Pope and Eileen Scott have summed up the state of teacher knowledge theories. According to them:

> Passivists hold that true knowledge is Nature's on a perfectly inert mind: mental <u>activity</u> can only result in bias and distortion . Activists hold that we cannot read the book of Nature without mental activity, without interpreting them in the light of our expectations and theories. Now <u>conservative activists</u> hold that we are born without basic expectations; with them we turn the world into our "world" . . . but most then live forever in the prison of our world . . . but revolutionary activists believe that conceptual frameworks can be developed and also replaced by new, <u>better</u> ones: it is we who create our "prisons" and we can also, critically, demolish them. (In: Halkes and Olson, 1984, p.113.)

This leads Pope and Scott (1983) to a conclusion which some theorists seem to agree with that:

> There can be no sufficient innovation in education that does not have at its centre the attitudes of the teacher, and it is an illusion to think otherwise. The beliefs, feelings, and assumptions of teachers are the air of a learning environment;

> they determine the quality of life within it. (In: Halkes and Olson, 1984, p.114.)

Methodological basis for the study.

The diagram of School Interactions is a visual representation of the interactions that comprise the teaching experience. The diagram originated from a personal need to express my beliefs about this experience.

Before beginning the study, I had taken courses in curriculum development, engineering and theory. I had also studied program evaluation and the change process in schools. Although I was not directly influenced by one area or author, these courses did help me formulate my views of education by providing me with the background needed for the formulation of the diagram of School Interactions.

Five worlds are represented by the diagram, they interact with each other and are also influenced by outside forces. All the possible interactions represented in the diagram are two way interactions. The complexity of the teaching experience is demonstrated by the fact that each possible interaction has the potential to affect more than one world. When this diagram is used in conjunction with background knowledge relating to a classroom situation, a total picture of the teaching experience begins to emerge.

1. What is the commonsense world in which the teacher seems to primarily exist?

Elbaz (1983) presents a complex picture of the teacher and the teaching experience. Her reference to "teacher knowledge" supports the existence of such a diagram of School Interactions because the diagram was the result of my "teacher knowledge".

The School Interactions diagram representing the teaching experience as the end result of many complex interactions. An interaction can begin anywhere on the drawing and have the potential to affect the entire diagram. This flexibility illustrated by the drawing demonstrates the complexity of school issues, concerns and problems.

What psychology of education is dominant?

Every teacher has knowledge regarding the way in which students learn and grow. Along with this are beliefs about teaching, learning and discipline. All these factors help to develop the teacher's concept of what the ideal classroom would be like.

Every teaching experience takes place in a psychological context and is influenced by the teacher's beliefs.

The School Interactions diagram provides the researcher with a framework that can be utilized to analyze classroom interaction data. During this analysis it is

possible to determine what the dominant psychology of education prevails in the classroom through the examination of behaviours present. It is important to note that the dominant psychology of education in the classroom is not necessarily the same psychology that prevails throughout the school.

What philosophy of education is dominant?

Philosophy in this case refers to the teacher's beliefs regarding what constitutes knowledge and what is the purpose of the school. It is a very difficult concept to articulate as these beliefs are known to exist, but are not usually defined to the point of expression. What a teacher does is a demonstration of what he or she believes. In this context it is possible to focus the analysis of the interactions by providing clues to what the teacher believes about knowledge and school.

Both psychology and philosophy affect the teacher's world. For this reason the School Interactions diagram may provided clues to the psychological and philosophical beliefs held by the teacher. The drawing was intended to provide a complete picture of the teaching experience. It was not designed to be used for an in-depth psychological or philosophical analysis of interaction data.

What seems to motivate the teacher?

Motivation is often related to goals which are dependent upon beliefs. This study was the result of my desire to obtain further knowledge regarding my own teaching and an effort to share the teaching experience with others. The literature supports the need for teacher involvement in this type of research. The diagram of School Interactions provides a means of determining teacher motivation because it allows the researcher to monitor an interaction from initiation to termination in order to determine its effects. The foregoing is entirely dependent upon the data and the focus of the analysis.

How is the teaching world interpreted?

For the researcher the interpretation of the teaching world varies with the purpose for the interpretation.

The teacher's interpretation of the teaching world is dependent upon his or her beliefs and experiences. It is recognized that there should be some form of control in the classroom and it is also realized that if no other form of discipline exists, the teacher can control his or her own behaviour.

The flexibility of the diagram of School Interactions provides many approaches for the analysis of an interaction, this fact allows the teacher to step back from a classroom event and comment on the situation in an

objective manner. Such objectivity is possible because at no time is the teacher required to judge the interaction good or bad. He or she would only be required to recognize the interaction and it's evolution.

How is the teaching world organized?

The ordering of the teaching world depends on the teacher and is affected by his or her beliefs and experiences. The diagram of School Interactions provides a framework for analysis of all school interactions. The beliefs, skills and intentions of the teacher can be seen in terms of his or her actions and reactions during an interaction.

Background information relating to a situation can provide detailed information regarding the location and structure of a situation.

What contrasts, comparisons, relationships and organizations are used in teaching?

This depends upon the situation and the interactions involved. The analysis of interactions reveal the possibility of many subtle behaviours between interactions. The diagram of School Interactions, when fully completed, demonstrates the contrasts, comparisons, relationships and organizations present in the classroom.

The existing literature supports the need for teacher initiated research concerning the total teaching

experience. This study attempts to view the teaching experience and the many factors that influence it.

The study is not an ethnography or a true self-study although it does contain elements of both. It attempts to explain the teaching experience through the use of interactions, personal observations and the diagram of School Interactions.

Chapter III

The Study

The Setting

The Ashgrove Community is a quiet, well established, middle-class neighborhood, that has been in existence for approximately thirty-five years. It is composed primarily of single family homes and also incorporates a townhouse complex and a Senior Citizens home. Close by can be found a major shopping centre together with a high school and one of the three junior high schools that Ashgrove Elementary students may attend. Ashgrove community is bordered on three sides by main traffic arteries and on the fourth side by a park and sports complex.

The Ashgrove community is unique in that all elements of the community support the school. It is common and logical for the parents of students attending the school to be concerned about school programs and activities. However, in Ashgrove there is an unusual bonding between school and community, this being illustrated by the fact that even parents whose children are adults, and no longer in the neighborhood, view Ashgrove Elementary School as "their" school. This feeling is held with pride by some junior high and high school students in the neighborhood.

I felt very good to be in a school where the community cared so much about the school. It was almost like being part of a large family.

The School

The school was built in 1955. It is a single story complex with a "U" shaped floor plan. When this study was being undertaken, the school had a population of 175 students and 11 teachers. The children were registered in levels from Kindergarten through Grade Six. Within the school there was also a daycare centre which helped to draw parents, and students, to the Ashgrove Elementary School program.

The Ashgrove School Handbook began with a welcome to the students and then went on to state that:

> This year can be an interesting and rewarding one for you. We expect you to do your personal best and encourage others to do the same. Respect and consideration for yourself and others, combined with a positive cooperative attitude will ensure a happy and successful year.

When I first walked into Ashgrove I got a good feeling from the school. The school was clean and neat. It felt like someone's home that was ready to warmly welcome visitors in. It was a place that was lived in but was cared for by all who lived there.

These statements illustrate the warm, cooperative attitude and atmosphere that permeated the school. The handbook continued on by describing the organization of instruction, and finally the school discipline plan.

ORGANIZING FOR INSTRUCTION

Organizing for instruction at Ashgrove reflects an attempt at maximizing the human material resources available to meet the needs of the students within our care. These needs are addressed in the social, intellectual, emotional, physical and creative areas of development.

Teaching, support and custodial staff work together to create a safe and supportive environment in which learning can take place. All members of the staff work together as a "family" or "team". Parents are important contributors to our team; their views are highly respected and valued. We believe that if home and school work together harmoniously the child will benefit greatly.

Using the curriculum set forth by Alberta Education and guidelines established by Edmonton Public Schools, programs have been established to address the many needs of the students in all developmental areas. These programs are carried out in a variety of groupings, some of which are consistent throughout the year and some which exist on a short-term basis.

SCHOOL RULES AND REGULATIONS

The following rules are outlined so that students and their parents will know what is expected while attending Ashgrove Elementary School. Students are responsible for knowing and following these rules.

A. General Conduct

1) Students are to remain on the school grounds, except when special permission has been granted by the principal, teacher, or supervisor following receipt of a note from parent or guardian.

2) Students are expected to respect school property. Should property be broken the individual or groups involved will be requested to either repair or replace the item.

3) Students are expected to behave in a quiet and orderly fashion within the school.

4) At recess time students are expected to go out quickly and are encouraged to use the washrooms before going outside.

5) Students riding bicycles are required to lock and leave their bicycle in the bicycle racks. The racks are out of bounds during school times. i.e. recess.

6) Students will respect the personal property of others.

7) Students are not to arrive at school before 8:30 a.m. and 1:00 p.m, when teacher supervision begins.

8) Students are expected to play on the playground unless the supervising teacher deems the weather inclement and severe enough to come in. Students will then follow indoor rules. (Sit quietly on bench.)

9) Students are required to remove wet and muddy shoes and boots at the door, and then carry them to their classroom. It is unwise to leave items of footwear by the entrances; they are so easily lost this way.

B. Classroom Behaviour

It is in the best interests of students and their classmates that the behaviour in every classroom be conducive to learning.

Each teacher will establish a set of classroom rules with the students at the beginning of the school term. These will be related to parents on the September "Meet the Teacher" night.

The rules in my classroom were taken from the work of Barbara Colorosso (1983).

1. Be on time.
2. Be prepared.
3. Do your homework.
4. Respect your own and others' lifespace.

Beyond these I included:-

5. No gum or candy. (I didn't like the garbage or mess it created. I also did not appreciate the arguments between students caused by candy being taken or lost.)
6. No hats to be worn.

At one school where I taught the students would knock hats off each others' heads and this created problems I did not need so I used this rule.

All rules were discussed and defined by the class before being implemented.

C. Self-Management Program

> We at Ashgrove School believe that each of us wishes to act out of respect and dignity for everyone else in our school, on the playground and in the community. Each of us, at some time, needs some help from others in order to achieve his goal. To this end we have put into place the Ashgrove Self-Management Program.
>
> We need to be reminded when we are not acting in this manner. We need to stop and reflect on our part in the situation. We need to make a mental or written plan to regain our control. Others may be called upon to help us make appropriate choices. These "others" may be our friends, our teachers, our principal or our families.
>
> The Self-Management Program may be put into use in any of the areas inside or outside of

> the school such as the library, the lunchroom, the music room, the hallways and the washrooms. The Program may be put into use by any helping adult in the school such as any teacher, the custodian or the lunchroom aide.
>
> We believe that each of us will take care to be respectful and responsible so that we can grow together in a spirit of caring for ourselves and for each other.

I believed in the self management program because it helped students take responsibility and make decisions. As in society their decisions are a choice between all available possibilities. It is never easy for a student to choose but it is a sign of greater maturity when they are able to select from available options.

In writing up personal plans the student faces the difficulty of understanding, explaining and planning for the prevention of inappropriate behaviour. This is more difficult to do than lines, or sitting quietly because before the detention is over they must be able to state what they will do to change not that they wont repeat the behaviour. This enables the student to have a detention go longer than scheduled if they choose not to write. Making and understanding appropriate decisions is the basis of being a responsible individual. It is not an easy task for anyone.

D. Conduct on School Premises and on the way To and From School.

> Students are accountable to the school authorities and to their parents for their behaviour on the school premises and for

their behaviour on their way to and from school.

E. Supply Teachers

Supply teachers, or substitute teachers, are considered to be guests at Ashgrove School. Respect for a student's regular teacher, and pride in his/her school should ensure that each student is on his/her BEST BEHAVIOUR when it is necessary for a supply teacher to be in the classroom.

The Class

The 5/6 class of Ashgrove Elementary School had twenty two students. Academically the class was of below average to average ability. As with any class there were several academically bright students, together with a few who had learning/behaviour problems.

I enjoy working with students. Whenever a concept becomes clear to a student it can be very gratifying. My frustration related to the wish that students use and show their abilities comes with students who do nothing, do not participate nor respond to anything. I do try to help them. It is similar to banging my head against the walls when a student chooses not to learn and as a result doesn't. I can only hope they do make a choice to become responsible for their learning. The student is in control when it comes to what they will learn, they either choose to try to learn or they do not.

Many of the students had been together in the same classes since entering Kindergarten seven years

previously. The students had also developed their own individual leadership skills as a result of being assistant leaders in the school's "Family Time" program. This program provided the opportunity for the students to work, in a leadership position, with small groups of students from other grade levels.

I believe the Family Time program improves student communication and understanding across all levels. It draws a school together because the students learn to accept each other as individuals, regardless of grade or age.

As a result of participating in the "Family Time" program the students, for the most part, were supportive and caring individuals. Many of them were involved in out-of-school activities such as team sports, music lessons and Scouts. As a whole the class was usually attentive during an actual lesson but was less so throughout any class discussions.

The family background of the students covered a wide spectrum. Their family groupings included two parent, single parent, two parent as a result of remarriage, and foster parent families. For the most part, all the families were stable and supportive of the students and the school.

Completing report cards for this class was sometimes interesting because of single parent or mixed marriage

family backgrounds. I was not sure, in some cases, how to fill out the interview request forms. Should it be Mr. and Mrs., Mr. or just Mrs? Should the form be made out to someone with a surname other than the students? These questions had to be asked to avoid embarrassing myself or offending any of the parents. Thank heaven for knowledgeable secretaries and registration forms!

In terms of discipline, the class operated on a program based on the work of Barbara Colorosso (1983). The first detention would be for ten minutes, the second would be a twenty minute period and the third detention would cover thirty minutes. The next step would be a half-day in-school suspension, followed by a full day in-school suspension if necessary. At the start of each month the cycle would begin again with each student having a clean slate.

The general cycle could be advanced or modified at any time to meet the needs of a particular situation. If a student required extra help and support a contract could be designed or extra help given. For example learning consultants, could be called to help deal with specific concerns. It is important to note that the parents and students were informed about the program before there was any need to implement it, and the parents were to be advised at all stages of any cycle. Notification of the parents would be done either through positive action

plans that the student would write, teacher phone calls or parent/teacher meetings.

Total understanding of the system by the students, parents and teacher was the key to the implementation of what proved to be a successful classroom discipline policy.

I had experienced teaching in a situation riddled with inconsistencies. The result was a class that was either confused as to expectations or defiant. In the situation the principal ran out of consequences for misbehaviour and was frustrated. I was frustrated, confused and exhausted by the effort needed just to manage the class. As a result of this I do believe in clarity, simplicity and consistency in developing and presenting a discipline plan.

The Teacher

At the time of this study I was twenty seven years old and had been teaching for six years. My training consisted largely of a four year Bachelor of Education degree from the University of Alberta. The university program I undertook was diverse and provided me with a good general background in education.

After completing my degree, I had experience or training in all subject areas except math; a drama and first aid background and some teaching experience as a result of being involved in first aid work.

Before joining the Ashgrove staff I had taught at two other elementary schools and had experience in teaching grade five and six students. My teaching career had been lengthy enough for me to have had experience with several difficult classes. At Ashgrove I was involved in the Intramural Program, Swimming Program and served as a member on several school committees.

The support, encouragement, and warm, friendly atmosphere of Ashgrove Elementary School made it an excellent place to learn, teach and quite simply be.

Once again, I am thankful for the evolutionary nature of the study. The diagram led to the questions which guided my analysis. The questions were the foundation to the development of the interaction categories, types and definitions. The result of my work, to this point, is a framework that can be used to describe the teaching process and experience. The next step in using this framework is to test it out in the analysis of the actual study.

To this point classroom interactions and the factors that influence them have been presented in isolation from the classroom. The task now is to show how these interactions and influencing factors operate within a classroom. To do this I will present a lesson excerpt; followed by a brief description of the people involved in the extract; discuss my feelings about the people in the

given situation and finally analyze the excerpt in terms of interactions. All examples presented and discussed were chosen from the data collected in my own Science Class during one unit of study. They were selected according to their ability to demonstrate specific interactions in operation.

Student-Teacher-Class Interaction

This interaction took place during a Science lesson that began right after lunch. The students were restless and anxious because the warm weather had set in and they were looking forward to being outside after school.

I wanted to get the lesson started quickly and smoothly. When Larry began talking I was looking forward to an on-task discussion. As I discerned this was not to be, I gave into the realization that Larry had to be heard before any lesson could be presented.

Karen: "Mr. Hunter, I have a headache. Can I go to the washroom?

Teacher: "Yes, please do."

Larry: "Excuse me? Is it possible for me to use this (shows a public library card) for a library card at any branch?"

Teacher: "If it's an Edmonton Public Library, yes."

Student: "It's not good anywhere else?"

Larry: "So if I had a book for a branch about seven miles away, an, and..."

Teacher: "You could go from one end of the City of Edmonton to the other and any library you came across you could stop at."

Matthew: "And return it."

Teacher: "That's the kicker."

Matthew: "Yah. Oh! yah." (realization)

Larry: "Mr. Hunter, if I had a book from the Southwood's Library, you know the one down by Southwood. I could, um... bring it to the one at Ashgrove?"

Teacher: "Actually, with the Edmonton Public Library system, I think it works that way. You'd have to check with a librarian about that."

Ron: "Mr. Hunter, my sister did that."

Teacher: "Well there you go, case in point."

This excerpt directly involved, Karen, Larry, Matthew, Ron and myself.

Karen was a pleasant student, with a bright personality and good work habits. She had proven herself to be a responsible student and a capable group leader. Her personality and sense of humour allowed her to exhibit nonsensical behaviour at times.

Matthew had a fairly good personality although he seemed to think he could achieve in school by simply using charm and a smile. He was fairly talkative in class and considered himself an expert on many topics.

At times Matthew's work was not focused and it showed little effort. Students sometimes considered him obnoxious because of his concern with the development and presentation of a "fashionable" image.

Larry was a bright, self confident student and always appeared willing to participate in class discussions. He was very tenacious about presenting his ideas in class and receiving answers to his questions. At times he would take cause the class to go off topic due to this tenacious trait. On occasions Larry was not appreciated by the class because they felt he had an over-inflated ego.

Ron had major learning difficulties and his method of dealing with them in school was to sit quietly, and refrain from participating in class discussion. Occasionally he would amuse himself by playing with items such as pens and toys. Approaching the end of the year he completed very few assignments, but was always able to provide an excuse such as "I left it at home." Ron definitely had a low self-concept.

I had no difficulty with Karen's request because she was a responsible student who never abused privileges. Apparently minor classroom decisions such as the one related to Karen's request can cause major concerns in the classroom if privileges are abused, or the teacher puts the focus on keeping a bathroom list over

maintaining the flow of a lesson. Teaching involves determining the structural limits within which the teacher and the class can exist and work. Much energy, time, and effort can be wasted if a teacher puts too much emphasis on what are usually non-problems such as the situation referred to above, i.e. observance of a bathroom list.

When a teacher concentrates too much on such things as bathroom lists the humanity leaves the classroom because the children are not treated like people. Thus the teacher is setting himself up for failure.

Larry was an interesting student to work with, however on occasions his desire to know things and to demonstrate his knowledge often complicated the class. He could become extremely irritating whenever he interrupted the class to ask a non-lesson-related question, or make a non-lesson-related-statement. Whenever he spoke he wanted an immediate response, nevertheless he was a good student and I enjoyed his on-task input during discussion, despite being often frustrated when he would not accept a deferred response to his off-topic questions or statements. Since Larry was so insistent upon answers to his questions or statements, I tended to deal with his comments and questions rather than ignore him, in an effort to keep class disruption to a minimum.

During this particular excerpt Matthew was mildly irritating because he interrupted the discussion. It was almost gratifying when he realized that his statements had no major significance on the discussion. I liked Matthew, but I found his created personality and poor work habits frustrating because they kept him from socially and academically achieving his best.

Matthew's work habits, and fake image, concerned his mother but was of little interest to his father. I believe school can be fun but Matthew felt it should always be secondary to his interests or just plain fun. In this excerpt I was frustrated by his fun attitude.

It was encouraging to perceive Ron contributing some input into the discussion. Unfortunately, Ron rarely participated in class or asked questions, even though he was given help and encouraged to join in class activity.

Ron received some help from his family but it was not consistent. He was the eldest child and was, to some extent, responsible for his brothers who had major learning problems. This, plus the fact that education did not seem to be a major priority, may be the reason for his approach to school.

The unit of Science instruction that all the situations were drawn from was taught in the last two weeks of May. Through the course of the afternoon the classroom temperature began to rise thus giving an indication of

how hot the room would be by the month of June. The students' reactions to the heat within the classroom was dependent upon whether or not they had been physically active at noon or recess break.

During the teaching of the unit, I was in the process of recovering from a bout of the flu that was not severe enough for to me to be absent from my teaching position, but debilitating enough to reduce my tolerance level towards classroom distractions.

I started the day by asking for the class's help because I wasn't feeling well. I requested that they make an effort to be quieter and understand if I snapped at them. My tolerance to noise diminished as the day wore on. This, plus the fact that the noise level seemed to increase, did little to help my personal outlook and reaction to misbehaviour.

I had many personal problems to occupy my mind. For example, my car needed repair and had to be taken to the garage: my food supply in the home was low: I had material in my possession that needed to be returned to the library before the due date: my home needed housework and finally I had to make arrangements for a doctor's appointment due to a bout of the flu I had been suffering from.

The teaching year had been a long and tiring one and as it dragged on, my energy level diminished. The class was

basically a good one, but because of the presence of several students who had major problems in terms of behaviour and/or productive work habits, a larger than usual percentage of my time was spent in the direct monitoring of student work and behaviour.

When teachers have to spend the majority of their time monitoring the class for misbehaviour, it is exhausting. I was tired because of illness and the fact that I was dealing with repetitive, predictable misbehaviour from some students. I neither wanted, nor appreciated, their "games".

With this information as background knowledge it is now time to examine the interactive situations that were present during the Science lessons.

Karen's comment is an example of a Student-Teacher-Class interaction that is closed because of its' personal nature,
and due to fact it is a common request that no one in the class, except the teacher, reacted to.

It is a Student-Teacher-Class interaction because it starts with Karen directly asking for the teacher's attention in a classroom setting where other students have the opportunity to react to her request.

Larry's involvement in the excerpt begins with an implied reference to the teacher when he says "Excuse me?" Although the teacher is not directly called, as in

Karen's request, Larry did direct his phrase to the teacher. He was asking for permission to ask a question.

Larry took it for granted that the class wanted to listen to him. We did not. I participated in the discussion to a point where it could be concluded in order that the lesson might be continued.

The conversation between Larry and the teacher is the basis of the majority of this Student-Teacher-Class Interaction excerpt. It is an example of an Open Student-Teacher-Class Interaction, because it is a discussion between a Student and Teacher initiated by the student and directed to a teacher within a classroom situation. I indulged Larry because it was the easiest thing to do and I was tired.

When a student calls out "It's no good anywhere else" during the Student-Teacher-Class Interaction his comment results in the interaction being fully completed. In this case the student's comment is added to the conversation to support the teacher's statement and confirm the fact that the library card was only good at Edmonton Public Libraries. The student's comment is not directed specifically to the teacher, or Larry, it is directed solely toward the conversation taking place between the teacher and Larry in the classroom.

Matthew's first comment adds to the conversation by completing the teacher's statement regarding returning

the library books. His second statement shows he discerned the fact that his first statement bore no relevance to the conversation.

Ron contributes to the conversation by directing his comments to the teacher and reiterating the fact that a book from the Edmonton Public Library could be returned to any branch when it is due. In this case Ron is presenting information to the teacher and class. His statement not only informs the teacher and class, it also facilitates the progression of the discussion. Ron's statement allows the teacher to bring closure to the conversation by providing for the teacher's last statement. "Well there you go, case in point."

I was disappointed when Ron returned to his non-involved state after his comment. It was a routine that I was both concerned and frustrated with. I had hoped he would continue once he had started to participate.

This excerpt is not only representatives of several interaction types, it is also a good example of an off-topic conversation that commonly, and frequently, occurs in a classroom. It is interesting to note that these apparently off-topic discussions can prompt the development or advancement of a lesson, or adversely hinder a lesson's progression, the course they take is a direct result of the manner in which the teacher deals with them.

Student-Teacher-Class Interaction

Matthew: (Referring to a television program.) "I don't know what the heck it was. It was about how solar panels work and all that garbage."

Teacher; "Right."

Jerry: "Yah!"

Matthew: "And it was a house that had a total side of it solar ah um..."

Jerry: "Panels."

Matthew: "Whatever."

Teacher: "Solar collectors. Yah."

Matthew: "And they had their own generator down in the basement and all that stuff. And it was weird. Yah."

Teacher: "Well, even heating systems have come a long way. Now, there's a thing called a heat pump to recirculate the warm air in your house."

Matthew's comment was almost needless. He provided no detail or information to the class. I was glad to have him participate but I wished his contribution had had some substance to it. Also he seemed to think he knew what he was talking about when he actually did not.

During this excerpt Jerry became a participant in the class discussion, he was an average student who had

overcome some behavioral and attitude problems in grade five to become a responsible, solid student.

I was pleased with Jerry's participation and interest in Science. He was a student who could ask intelligent questions, and I felt as though I could definitely talk with him rather "at" him.

The second Student-Teacher-Class Interaction excerpt demonstrates an interaction where the student presents information to the teacher and class.

Matthew begins by informing the teacher and class about a program he had seen on television. The teacher, followed by Jerry, prompted him to continue. However, Matthew's next statement is incomplete, and Jerry finalizes it with the word 'panel", to which Matthew displays a reaction. The teacher then summarizes the point made, Matthew completes his statement and the teacher concludes the discussion. This is an example of an open Student-Teacher-Class Interaction.

<u>Teacher-Student-Class Interaction</u>

At the start of the lesson I was anxious to get started. The class had not quite settled down after returning from lunch.

Teacher: "O.K. Now, if you look at the picture at the bottom of page three hundred and two, you'll see that the oxygen enters the fire and water vapour and carbon dioxide enter the air."

Teacher: "Sam sit up."

Sam: "I'm looking for my pen."

Teacher: "Follow along..."

Sam: "I am."

Teacher: "Thank you."

Teacher: "Jerry."

Jerry: "May I get a drink?"

Teacher: "Yes."

Teacher: "O.K. So what's happened is the water vapour and carbon dioxide fumes are in the air now. The mass is still around. It hasn't been destroyed. It's changed form, but it hasn't been destroyed. Alright read page three hundred and three. I'd like you to think of these questions:- First of all, what form of energy is being used? Oh! that's entertaining Ken!"

Gary: (Laughs)

Teacher: "Get the elastic or whatever it is out of your mouth please."

Student: "Lift it up O.K.?

Matthew: (Laughs)

Teacher: "I'd like you to think of, number one - What forms of energy are being used in the pictures?"

Student: "Oh!"

Teacher: "And two, what are the advantages and disadvantages of each form of energy?"

Teresa: "Mr. Hunter?"

Teacher: "Teresa?"

Teresa: "Do we have to...? This isn't about Science?"

Teacher: "Ask."

Teresa: "Oh, no. Don't worry."

Teacher: "Come on, ask."

Teresa: "It doesn't matter."

Teacher: "You've my attention now."

Teresa: "O.K. Are we playing baseball today?"

Teacher: "I said if there was time we would, yes."

Teacher: "Yes."

Jerry: "Um...Mr. Hunter?"

Student: "Um."

Student: "Wind for a sailboat."

Teacher: Alright, wind is one form. What is another form of energy being used in these pictures.?"

Warren: "Mr. H."

Teacher: "Warren."

Warren: "Water."

Teacher: "Water in...?"

Warren: "In one of the ah..."

Student: "Wheels."

Teacher: "O.K. With the water wheels, right, and what else."

Teacher: "Alice?"

Alice: "I'm sorry."

Teacher: "Go ahead."

Sam: "Oh yah."

Teacher: "Matthew, what's the other form?"

Teacher: "Wind and water and what else?"

Gary: "Oh!"

Matthew: "Wind, water..."

Marvin: "Oh!"

Jerry: "Oh, Oh!"

Teacher: "Uh, huh." (indicates to Marvin to answer)

Marvin: "Nuclear power and the sun."

Student: "What?"

Student: "Oh, Oh!"

Jerry: "Holy cow!"

Matthew: "Give me a break."

Student: "A windmill."

Teacher: "Wow!"

Gary: "We're in the 1890's here Marvin."

Marvin: "Ah, right. Sorry."

Matthew: "Ah, ha, that's funny."

Student: "Nuclear power."

Matthew: "If it started in the 1890's man, imagine how far we've gone."

Teacher: "Yah, we're taking a few steps backwards."

Teacher: O.K. What you have there, basically, is wind and water."

Teacher: "Ah...this is before...hey!"

Matthew: ...

Teacher: "This is before a time..."

Jerry: "Sh, sh."

Teacher: "This is before a time that was known as the Industrial Revolution, when steam came into be the big thing."

Matthew: "Oh boy!"

Teacher: "O.K. Now, what are the advantages to wind and water power?"

Sam: "Advantages?"

Teacher: "Advantages."

Marvin: "Ah...they're away, they're away."

Teacher: "If I see them again, I take them and keep them. You get them back at the end of June."

Marvin: "End of June?"

Teacher: "End of June."

Matthew: "Oh boy!"

Teacher: "Yes."

Ken: "Well, they're free, and they're cheap and they're easy to get."

Teacher: "Free, cheap, easy for the most part, to get. What else?"

Since several students involved in the Teacher-Student-Class-Interaction have already been introduced previously, I will not describe them in detail in this section.

Sam was in his second year in my class, I had worked with him in Grade Five and again Grade Six. He was, in many respects, a troubled student who did not accept responsibility for his actions. Sam was a bully who was in control until anyone challenged him, at which time he would perceive himself as a victim of the situation. In class his work habits were poor, at times during a lesson,
he would amuse himself by playing with many small items. On occasion he would even be defiant by refusing to follow an instruction or by continually disrupting the class after being given one. Sam's parents were convinced that the problem lay within the school and was in no way attributable to their son. They viewed him as the victim of the situation, not the instigator, and assumed the other students in the school were the problem.

I accepted the fact that Sam deserved as much help as I could provide him. Also I realize that a behaviour is not the same thing as a person. However, in Sam's case after teaching him for nearly two years, I was not sure if this was true. He seemed to delight in disturbing the

class, which I did not appreciate at all. Also there was always the potential for conflict to arise between us.

Jerry was introduced in the Student-Teacher-Class-Interaction section.

Gary was another student who I worked with for two years, he was an intelligent boy who was perceived as lazy by his mother. In my opinion his lack of motivation stemmed from being constantly compared to his older brother. The interesting thing about Gary was that he appear to be extremely arrogant if he thought he was knowledgeable about a subject, at such times he assumed he knew all there was to know about the topic. Gary could be very devious, and was often involved with passing notes and being engaged in off-topic class conversations, but proved bright enough to remove himself from a disruptive situation before he could be connected to it. Despite the foregoing Gary was a pleasant student who's underhand behaviour concerned me at times.

Since Gary had the potential to create disturbances, I wasn't sure if I could totally trust him to work out of the classroom, or to fully accept responsibility. He was often too devious for his own good!

Matthew was introduced in the Student-Teacher-Class-Interaction section.

Teresa was an advanced grade five student who was assigned to my class in order to help provide her with

the academic challenge she needed, she was a diligent, hard-working student. Her notes were neat and complete and she had excellent work skills. During the year Teresa had progressed from being a shy and introverted student and became a socially accepted and confident individual.

Warren was a quiet, average student who was a good group member. During Family Time he showed a secure, caring approach to leadership. In class Warren had progressed from being a quiet observer into a regularly active participant in discussions. He was well liked and respected in the class.

Alice was extremely introverted, she sat quietly, listened and attempted all her assignments. She had a few good friends in the class and was reluctant to interact with other people. In class she sat quietly in the middle of a row and was content to be lost in the crowd. Alice was a pleasant, responsible girl, but her lack of class participation was a subject of concern.

Marvin was the class "know-it-all", he had a brash personality and was very unforgiving of people who did not agree with him. He was a fine athlete who could not tolerate working with anyone who was not at least equal to him in terms of ability.

The final student involved in the excerpt was Ken. He was an intelligent, articulate, outgoing student with an excellent sense of humour. Ken got along well with

everyone and was well liked and respected. I appreciated his intelligence and sense of humour. He was one student I could always depend on to actively participate in class discussions.

The foregoing are all the students who were involved in the Teacher-Student-Class-Interaction and I will now attempt to complete the background by providing you with my impressions of each student.

Sam was a cause of almost constant frustration, although he was capable of providing me with some excellent work results. My major frustration with Sam, came from two sources; namely, Sam himself and his parents. Sam would not accept responsibility for his actions. This lack of response persevered despite any approach taken or who was involved in helping him. He continually viewed himself as a victim of the situation. Although his parents were active and supportive of the school during full school projects, for example, fund raising; they did not wholeheartedly support the school with regard to their son and our efforts in helping him learn to accept responsibility for his behaviour.

Without parent support it was impossible to help Sam progress to his full potential. His parents expressed a lack of faith in schooling and our school in particular and as a result, Sam shared their beliefs. The frustration with this situation was felt throughout the

school staff, including the consultants and support people brought into the school to help us deal with the situation regarding Sam and his parents.

Jerry was a source of joy to his mother and the school. During the course of the previous summer, between Grade Five and Six, Jerry had developed into a responsible, confident student who had definite goals and academic plans. Although he was not a superior student academically, his work was consistent and improved steadily. I was happy to have Jerry in the class because he had improved so much through his own efforts, showed a desire learn, and was asking questions in class. He was a student with whom I could share a complete and intelligent conversation.

Teresa was often perplexing to me, she was very much an observer in the classroom. If she had a concern she would often take it to her parents who would then contact me. I found this very frustrating. Teresa was a good student, but was often reluctant to participate in class discussion. I was thankful for her academic ability and her work habits, yet concerned because she was not usually willing to express any anxieties about her studies to me.

I appreciated Warren because he was a solid, dependable student who had proven himself to be a good leader and class member. His parents were supportive of him and his

school work. From a teacher's standpoint, Warren was almost an ideal student because he tried his best when it came to his studies and was able to express himself articulately whenever he had concerns.

Alice was quiet, hard working and dependable, she was polite and well behaved. Her quiet nature concerned me as it seemed to hinder her academic and social progress in class. Alice's parents tried to work with her and I attempted to help her as much as I could. She seemed incapable of understanding much of her work. After some special testing it was determined she had difficulties, but was not fundable for special classes in Junior High school because her Language Arts standard was too high. Alice's test results appeared to prove my Language Arts program worked, and because of this I felt great. However, I also felt disappointed because she would not get all the extra help she needed due to the fact she was working beyond her potential in this subject area. I was left with the question did I really help or hinder her because of the help she received from my Language Arts program? Her test results proved she had benefited from my program, but this in turn had denied her the chance to get into a special program in Junior High school.

Marvin caused more than one disturbance in the classroom as a result of his attitude. He was generally a solid student but could be very frustrating whenever

his attitude became obnoxious. Both his parents and I worked with him on this problem. I respected Marvin's beliefs and his work, but I did not appreciate his attitude.

I found him arrogant and harsh. He sometimes asked to be "put in his place" (corrected), because of his superior attitude. In some cases, I admit, it was my pleasure to correct him in the hope he would come to understand how other people felt about his attitude. However, I am not sure if he ever did appreciate how his behaviour upset others in the class.

Ken was a joy to have in the classroom, his quick wit, positive attitude and academic ability made him a pleasure to work with. I could count on Ken to help me keep class discussions going on-track. I liked him because he was in many respects a complete individual. I hoped others in the class would develop their potential just as Ken had done. He was a pleasure to work with.

Occasionally I felt sympathetic towards Gary because of his mother's attitude, but I was also frustrated by his devious behaviour or obnoxious attitude. However, my main concern lay in the fact Gary was not achieving the potential demonstrated in some portions of his assignments.

Gary's mother was unusual in that she saw fit to tell me how to teach and keep Gary on track. At first I was

amused, but when I realized she was absolutely serious her attitude produced in me a sympathy toward Gary. She caused me some frustration because she, without realizing it, was offending me as a teacher. I was glad she felt comfortable talking with me, however I needed her help with Gary, not her guidance.

The Teacher-Student-Class excerpt included examples of a variety of interactions containing the elements required to qualify being placed into this category. In the following pages I will examine these situations and give explanation on how I determined the categorization of each interaction.

Teacher-Student-Class-Interaction (Open)

When the teacher responds to Gary's behaviour by saying "Get the elastic or whatever it is our of your mouth please"; he was giving Gary the message that he didn't approve of the behaviour and that he wanted it stopped. By implication the class received the point that the teacher was aware of what was happening in the classroom and playing with, or chewing, items such as elastic was inappropriate behaviour and would be stopped.

This is an open interaction because it gives information to the class, through the teacher's reaction to a specific student and his behaviour. The result is that everyone in the class is involved in the interaction.

The interaction between the teacher and Teresa begins as a Student-Teacher-Class-Interaction because Teresa directly refers to the teacher when she says "Mr. Hunter?" However it changes to a Teacher-Student-Class-Interaction when Teresa does not ask her question and the teacher takes the initiative by soliciting the question from her. The interaction is an example of a teacher responding to a question not related to the lesson. It is an open interaction because it's content concerns all of the students. It is not of a personal nature and it is part of a general classroom discussion. This interaction demonstrates the inter-relatedness of the Student-Teacher-Class and Teacher-Student-Class-Interactions in one of their many possible forms.

The teacher answers a question from the lesson after he prompts Warren to answer the question, "What is another form of energy being used in these pictures? Warren answers with the word "Water", then another student responds with the word "Wheels". The teacher then provides Warren, the other student and the class with a total answer "Water wheels". He then goes on to confirm for the class that the answer is formulated from Warren's response, and that the other student's comment was also correct, by saying "Right". This is an open interaction because it takes place during a discussion related to a lesson and involves the entire class.

The final example of an open Teacher-Student-Class-Interaction happens when the teacher looks at Marvin misbehaving while saying "Advantages". Marvin reacts by saying "Ah, they're away, they're away". The teacher then gives Marvin and the class a message when he states "If I see them again (the items Marvin was playing with), I take them and keep them. You get them back at the end of June."
The interaction is completed when the teacher confirms for Marvin that he meant the end of June.

In this interaction the teacher gives Marvin, and the class, the message that he is tired of people playing with objects and will not allow the behaviour to continue. This is emphasized by the reference to the end of June.

This interaction is an example of a negative type of response to a student's behaviour. It is open because the point made is intended not only for Marvin, but for the entire class also.

Teacher-Student-Class-Interaction (Closed)

The excerpt begins with an interaction between Sam and the teacher. In this interaction the teacher responds to Sam's behaviour by moving closer to him and quietly telling Sam to sit up and follow along. The interaction was concluded by the teacher saying "Thank you".

The teacher was attempting to get Sam back on track without disrupting the entire class or creating more difficulties.

Sam constantly looked for ways to avoid doing his work. In this excerpt he was playing with a chain, but claimed to be looking for his pen. This was the pattern of much of his behaviour over the two years I had worked with him. Why did he play these games? I was tired of them. They just kept repeating over and over, day after day.

This is a Teacher-Student-Class-Interaction as it was initiated by the teacher. It is a closed interaction because the teacher uses low key management techniques to bring Sam's behaviour back on track. The entire class was not involved.

Another example of a closed interaction occurred when Alice went up to the teacher and the teacher asked "Alice?". When Alice said "I'm sorry" the teacher realized by her gestures that she wanted to ask about going to the washroom and responded by saying "Yes" and motioning her on. I felt sorry for Alice because I wanted her to participate in class and feel confident in talking with me. In this case I was slow to respond when she tried to talk with me. The end result was that I felt as though I was giving her the message that although I said I wanted her to talk to me I did not really care if she did or not. The truth was I did care. Although

Alice moved up to the teacher, the teacher initiated the interaction by recognizing Alice. The remainder of the interaction was very subtle between Alice and the teacher, therefore the interaction did not involve the entire class.

This is a Teacher-Student-Class-Interaction that is closed because it was initiated by the teacher, it was an interaction of a personal nature and involved a non-verbal communication. This interaction demonstrates the subtleties of communication that can happen in the classroom, when the people involved are aware and sensitive to non-verbal communication.

Student-Class-Teacher Interaction

Teacher: "Alright I'd like the class to listen because here's what we're going to be covering today. Today we're going to finish taking a look at the transition in terms of energy usage that we've had through the centuries."

Student: "Yah."

Teacher: "From approximately, say, the seventeen hundreds."

Jerry: "What page are we on?"

Teacher: "We're also...I haven't given you a page yet Jerry. We're also going to take a look at other forms of energy. The lesson today will be focussing primarily on other forms of

energy. Now, if you recall, at this point in time what was...say one of the first forms of energy that we came across in our study?"

Matthew: "Ah."

Student: "Aaaah."

Matthew: "Fire."

Teacher: "Fire. O.K. fire, then...?

Matthew: "Steam."

Teacher: "Fire to steam the...

Gary: "Nuclear."

Teacher: "Up until the steam era, what were the main sources of power?"

Gary. "Oh."

Teacher: Ken?"

Ken: "Wind and water."

Teacher: "Water and wind primarily in what sort of capacity? Put it away please (teacher points to Matthew who is playing with a ruler).

Ken: "Well sort of like - windmills to grind corn and stuff and like ah...the little turn mill on the river to make it turn a saw blade or something."

Sam: (Makes monkey sounds)

Teacher: "O.K. Sam, what did Ken just finish saying?"

Sam: He said something...he said some words."

Teacher: "Yes...now you keep your mouth closed please...listen."

Sam: "I was."

Teacher: "You were talking."

Sam: "I was listening."

Teacher: "Then what did Ken say?"

Sam: "I was listening to Jerry."

Student: "Ah hah...(uncomfortable chuckles)

Sam: "Words."

Jerry: "You guys should..."

Teacher: "Alright, Ken pointed out that the early forms of and the early...you might say factories used..."

Jerry: "Water wheels."

Jerry and Matthew were introduced in the Student-Teacher-Class Interaction section. Gary, Ken and Sam were introduced in the Student-Class-Teacher Interaction section. For information concerning these students, and my thoughts regarding them, please refer to the appropriate section of the study.

The purpose of this section is to present and discuss the types of Student-Class-Teacher interactions found in this excerpt. In one example, the interaction will be followed from it's beginning through several changes to a conclusion. This example demonstrates how a student can

use Student-Class-Teacher interactions to disrupt a class.

After the teacher's initial comments a student responded by saying "Yah", this comment could have been the start of a Student-Class-Teacher interaction. However, in this excerpt the statement was not responded to as the teacher continued with the introduction to the lesson. The end result was that the student's comment became a non-interaction due to the lack of response.

The first actual Student-Teacher-Class interaction happened when Jerry called out, "What page are we on?" The initial comment was responded to by the teacher and so the interaction became a modified Student-Teacher-Class interaction, because Jerry's initial comment was non-directed. The interaction was open due to the fact it concerned the entire class and was not of a personal nature.

I was encouraged by Jerry's question because it proved he was paying attention. I did not need the interruption and reacted to his question in an indifferent manner so that I did not disturb the flow of the presentation.

During the lesson Sam was playing with small items, he also responded to a student by making monkey sounds. This interaction is an example of a Student-Class interaction that is not related to a lesson. The situation becomes a complete Student-Class-Teacher

interaction when the teacher responds to Sam's behaviour. When the teacher asks "O.K. Sam what did Ken just finish saying?", it ends the Student-Class-Teacher interaction and initiates a Teacher-Student-Class interaction.

Sam responded to the question and the teacher concluded the interaction by saying "Yes...now you keep your mouth closed please...listen." I tried to be polite but Sam's behaviour was becoming very annoying. I wished I could tell him to shut up. That might get through to him. I realized it was only a wish and if I ever said that to him, it would just start more conversation and weaken my credibility both as a person and a teacher. The interaction would have been final if the teacher had not said "listen". The word "listen" prompted a Student-Teacher-Class interaction. Sam said "I was." He was referring directly to the teacher and was being defiant. The teacher responded with "You were talking". This is an example of a Teacher-Student-Class interaction. The excerpt continued with a Student-Teacher-Class interaction followed by a Teacher-Student-Class interaction, and finally a Student-Teacher-Class interaction. A student responded to the tension in the situation with uncomfortable laughter. Sam then replied to the student's laughter and the teacher's question by saying "words". When Sam said "Words" it completed the Student-Teacher-Class interaction.

Sam appeared to be challenging me when he said "Words". The situation seemed unstable for me and so I chose to avoid further conflict by not directly responding to Sam. I did, however, react by turning away and thinking "Right Sam".

Jerry then attempted to add to the interaction but was unsuccessful, and the teacher concluded it by summarizing Ken's statement. This summary was actually concluded by Jerry when he said "Water wheels".

In this example from the excerpt, the teacher and the student were in conflict and the class became the audience. Interaction types changed from Teacher-Student-Class to Student-Teacher-Class with almost every sentence. The reason for this is that the teacher and student were in conflict and were aware of their audience.

The teacher wanted to let the class know that Sam's misbehaviour would not be tolerated. Sam may have wanted to win an argument with the teacher in order to increase his status in the class. It is interesting to note that most of the other students in the class had known Sam for several years and did not appreciate him or his behaviour.

Sam did not respond to the fact that the class ignored him. I appreciated the fact that the class did not approve of Sam's behaviour and were capable of letting

him know it. What I couldn't understand was why Sam did not respond to the peer pressure of the class.

When the teacher attempted to summarize Ken's comments he was withdrawing from the conflict and the interaction was over, Sam was more or less on track. The situation was awkward for the teacher and so he chose to return to the lesson rather than press on with the conflict. I knew I could only lose credibility if I pressed a needless conflict.

Student-Class Interaction, Number One

This excerpt took place just as I was setting up an experiment which involved burning some paper in an enclosed glass jar.

Marvin: "Put it away Ron."

Ron: "I'm going to Marvin."

Matthew: "You won't be able to burn it."

Larry: "It'll burn up the oxygen."

Teacher" "O.K. Now."

Marvin: "Oh goodie...here comes Aunt Eleanor.." (Marvin was referring to a joke made in class about an aunt who couldn't cook. She always burned things.)

Sam: "Light it again." (Sam was enthralled by the fire.)

Teacher: "What's happened there? What have you seen?

Matthew: "It died."

Jerry: "Can I tell you something."

Student: "Oh, Mr. Hunter."

Teacher: "Now what do you think would have happened if we would have let those matches burn totally? Do you think there would have been a change?

Class: "Yah."

Sam: "A bit."

Marvin and Sam were introduced in the Student-Class-Teacher interaction section. Ron, Matthew, Larry and Jerry were introduced in the Student-Teacher-Class interaction section. For more information on these students, or my feelings about them, please refer to the appropriate section of the study.

In the excerpt Marvin and Ron have a brief conversation concerning some item that bears no relevance to the lesson. The conversation is personal and involves just the two students. I did not think much of the conversation the boys were having, but I did want them to stop so I could proceed with the lesson. The conversation was more of an inconvenience than an annoyance. It is an example of a private Student-Class interaction. Matthew and Larry's comments are call-outs that are intended to provide the class with information. After the comments the teacher tries to get the attention of the class. This prompts Marvin's comment, which become a non-interaction since no one responds to it.

Sam prompts the teacher to try the experiment again. The teacher then asks some questions which are responded to with call-outs from Matthew and Jerry. The excerpt ended when a student initiated a Student-Teacher interaction by saying "Mr. Hunter".

Student-Class Interaction, Number Two

This interaction excerpt was initiated by a student looking out of the classroom windows and seeing some older students on the playground.

Matthew: "I see bigger people on our playground."

Jerry: "Ah ha."

Teacher: "Matthew, was that necessary?"

Jerry: "Big people on a little playground."

Matthew: "Look...take a look see."

Teacher: "I will, later."

Matthew: "O.K."

Teacher: "I want to finish Science. Now!"

Jerry: "O.K."

Teacher: "O.K. good stuff, they're wh..."

Student: "What do you think they're doing?"

Teacher: "Ah huh." (He look out of the window to check what is happening on the playground.)

Larry: "They're not that tall. We could take them on."

Jerry: "You have this little private rumble with them."

Student: "Oh, I knew it."

Teacher: "Who wants it?" (Teacher touches the sideboard with chalk to indicate a detention list will be set up if needed.) "My objective is finishing this Science lesson. Now if that takes me five minutes great, if it takes me twenty-five minutes I can live with that...I would like to finish it."

Student: "Ooo."

Teacher: "O.K. Take a look at the generator picture down at the bottom of page three hundred and ten. How is that different from the very first picture we looked at?"

Marvin and Sam were introduced in the Student-Class-Teacher interaction section. Ron, Matthew, Larry and Jerry were introduced in the Student-Teacher-Class interaction section. For more information on this students or my feelings in regard to them, please refer to the appropriate section of this study.

The first interaction in this excerpt is a complete Student-Class-Teacher interaction. Matthew drew attention to the students in the playground; Jerry joined in and finally the teacher reacted to the initial comment.

At the start of the interaction I lost all hope of continuing the lesson for a time. It was as if the class

was a wave that was drawn to the window. I could not do anything about it so I had to find a way through the disturbance in order to continue the lesson. I had to choose between overacting or maintaining a calm approach. The calm approach works best when it can be used.

In the next interaction Jerry made a statement, Matthew responded and in doing so invited the teacher to answer he did so, then Matthew concluded the interaction by saying "O.K.".

I felt as if I was a class member. The wave had negated the role of teacher in the classroom. I didn't feel upset. Indeed I felt calm and in a way relieved because I knew the distraction would pass if I did not overeact.

Both of these interactions are examples of Student-Class interactions that became full Student-Class-Teacher interactions when the teacher intervened during the initial interaction.

Student-Class interactions continued with the comments of Larry, Jerry and the unidentified student. The students' call-outs seemed to take the form of a conversation that centered on the people outside and the possibility of a fight. This sequence of Student-Class interaction became a full Student-Class-Teacher interaction when the teacher intervened and indicated to

the class that he wanted to get back to the Science lesson.

The excerpt contained many call-outs from students. The purpose of a call-out can be to get the attention of the class or to provide the class with information. If the call-out prompts more related call-outs a Student-Class interaction has taken place. If there is no response to a call-out, or no increase in the number of related call-outs, then the initial comment becomes a non-interaction.

Student-Teacher Interaction

The following interaction was originally presented as part of the Student-Class-Teacher interaction excerpt. The teacher was in the process of explaining the lesson and its' progression when Jerry called out.

I wanted to progress with the lesson, so rather than over-reacting or ignoring Jerry's question, I responded quickly and non-emotionally. My response recognized the question but did not elevate it's importance in the lesson.

Jerry: "What page are we on?"

Teacher: "We're also...I haven't given you a page yet Jerry. We're also going to take a look at other forms of energy. The lesson today will be focussing primarily on other forms of energy. Now, if you recall, at this point in

time what was...say one of the first forms of energy that we came across in our study?"

Matthew: "Ah."

Student: "Aaaah."

Matthew: "Fire."

In this example, there is a definite interaction between Jerry and the teacher. The teacher responded to Jerry's non-directed call-out and then proceeded with the lesson introduction. The teacher's response to Jerry's comment caused a Student-Teacher interaction. This interaction was part of a modified Student-Teacher-Class interaction because it began with a call-out, whose content was of concern to the whole class. The interaction ended when the teacher answered Jerry's question. The teacher's remaining comments were directed to the entire class and so take the form of a Teacher-Class-Student interaction.

My focus was on maintaining a smooth flow to the lesson introduction. The lesson was beginning to progress and I did not want to get side-tracked or delayed.

Included in the Teacher-Student-Class interaction excerpt was an example of a subtle closed Student-Teacher interaction. During the lesson Alice moved up to the teacher and stood still. When the teacher noticed her Alice said "I'm sorry", she was apologizing for interrupting the teacher. The statement "I'm sorry" had

nothing to do with the actual question she had asked earlier which was to go to the washroom. The teacher had replied to her request by asking her to wait until one of her classmates returned from the washroom. After the classmate returned Alice stood by the teacher and glanced at the door reminding the teacher he had given her permission to the leave the classroom. The result of this interaction was the teacher saying "Go ahead"; Alice understood and left the room in order to go to the washroom. The teacher's comment "Go ahead" informed Alice that he had remembered her request and it was in order for her to go to the washroom.

In this instance the Student-Teacher interaction was very subtle, and was based on an earlier Student-Teacher-Class interaction. In the excerpt the subtle Student-Teacher interaction coincided with a verbal Teacher-Student-Class interaction.

School-Teacher-Class Interaction

There were four examples of School-Teacher-Class interaction in the data collected. The purpose of this section is to present these interactions in order to demonstrate how they operate in a classroom.

The first interaction involved the principal entering my class to check on Sam's progress. The visit was prompted by the concerns of both myself and other staff

members regarding Sam's behaviour. The following conversation took place at the classroom door.

Principal: "Hi, how are you?"

Sam: "Hi."

Teacher: "Oh, not bad. I'll talk to you at noon about how Sam did. I want to get onto Science and get some taping done."

Principal: "O.K. I'll talk to you later."

Teacher: "Thanks, sounds good!" (To class) "O.K. I've asked you several times now to get your Science out.

In this interaction, the Principal was looking to gain information regarding a situation and to provide support for the teacher in dealing with Sam.

The conversation was short, pleasant and effective. It was effective in that the principal was able to demonstrate concern about a student and support for a teacher, the conversation was also very professional in nature. Once the principal realized that the teacher was in the process of beginning a lesson, she had no problem in agreeing to an alternate time to discuss the situation regarding Sam.

During the brief discussion with the principal I felt good. She trusted me, respected my opinion and was very accommodating. I was sorry when the visit was over that

I had been so brief during the interaction. I knew the principal understood but I still felt uneasy.

This is an example of a School-Teacher-Class interaction because it was initiated by the principal and took place in the classroom. The students were present and had the potential to respond during the interaction.

The following excerpt involves the librarian and concerns the finalizing of plans for a Cooperative Planning Project. The excerpt begins with the librarian waiting at the classroom door.

Librarian: "I'm sorry. Should I do up an assignment sheet like we had last time for picking a topic and all that stuff?"

Teacher: "That would be great, if you could. Yah."

Librarian: "I didn't realize that I hadn't done it until today."

Teacher: "That would be great."

Librarian: "And I'll put something about marking if they do a "project".

Teacher: "Sounds good. O.K." (To class) "O.K. natural resources. Now Larry has already mentioned..."

Larry: "Non-renewable."

At the time this interaction occurred, the librarian was in the position of needing to pass some information on to teacher during the course of a lesson. She only

had a short time in which to impart the message, which resulted in the conversation being rushed. As the librarian was talking with me my attention was focussed on starting the lesson. I understood her message and trusted in her work, but I wanted to start my lesson as it was more important to me than details of the librarian's plan. This example is a type of School-Teacher-Class interaction that is quite common in schools where the program is full and very busy. As people become busier there arises a need to inform and question colleagues through the use of short, quick interactions. This is the result of people needing input, or having information to share, and not being able to meet for extended periods of time. The class is included in the interaction because they were present during the discussion which took place in their classroom.

The next example of a School-Teacher-Class interaction involves an aide checking to see what work Sam had to do. Sam had been assigned work to be completed out of the classroom, and in a location close to the aide's work area.

Teacher: "Hi. Yes?"

Aide: "What has Sam got to do?"

Teacher: "Sam has an entire chapter, or the remainder of a chapter in Science, to read. If nothing else, he has questions at the end of the

chapter that he can write out and answer in complete form. So he has work to do."

Aide: "O.K."

Sam: "I read it."

Matthew: "What did he say?"

Teacher: "Well I don't want to get into...In the two minutes that he went from here to there..?"

Matthew: "He read it. You know what I mean."

Teacher: "O.K. Matthew, those types of comments are not necessary."

In this example of a School-Teacher-Class interaction the class was an active participant in the interaction. The interaction began as a conversation between the aide and the teacher, and was initiated by the presence of the aide at the classroom door. When Sam responded to the Aide-Teacher conversation he generated a Student-Class-Teacher interaction. Sam's initial comment was responded to by a classmate; the teacher then moved to complete the interaction with the comment "Well I don't want to get into... In the two minutes that he went from here to there." Matthew's comment initiated a Student-Class-Teacher interaction, and with the teacher's response it then became a modified Student-Teacher Interaction which concluded the Student-Class-Teacher interaction and the School-Teacher-Class interaction of which it formed part.

I felt as though I was involved in a game that Sam had created, a game I did not want to play. I didn't need the irritation it created and most especially I did not need the power struggle the game represented. The game held no interest for me. However, Sam was intent on playing and he took every opportunity to involve me, or the class, in his disruptive behaviour.

The final School-Teacher-Class excerpt involves a request from the school secretary regarding some information notices. The teacher moved to the classroom door directly he noticed the secretary standing there. This move allowed the secretary to initiate the interaction.

Secretary: "We would really appreciate those (forms) back tomorrow because they have to go out tomorrow."

Teacher: "O.K." (Turns to class.) "O.K. it would be appreciated if..."

Sam: "We heard." (In unison with Matthew.)

Matthew: "We heard."

Jerry: "We heard, yah." (The rest of the class agreed.)

The class paid attention to the interaction because the forms directly related to them. The fact that they listened to the School-Teacher portion of the interaction is proven by the responses received by the teacher when

he tried to pass on information to the class. When Sam, Matthew and Jerry answered verbally it confirmed they had been listening. As the teacher scanned the class and saw students agreeing with the verbalized statements of the boys, it became evident that the entire class had been listening, and there was no need to repeat the information.

I was surprised and pleased that the class had heard the secretary's announcement. They felt it was important for them to listen as they had done. I think the fact that they truly liked and appreciated the secretary, helped when they had to decide whether to listen or not.

The excerpts demonstrated a variety of class involvement in School-Teacher-Class interactions. In the first interaction, the class was passively involved. They knew the principal and were aware a conversation was taking place between him and the teacher, but chose not to respond to it.

When the librarian came into the room, the class heard the entire interaction but again chose not to respond to it. A possible reason for this unresponsiveness might be that the students were aware they would get the Cooperative Planning information as soon as they needed it.

In the interaction between the Aide and the teacher, Sam responded to the initial interaction and began a

Student-Class-Teacher interaction. The interaction that followed related back to the Aide-Teacher conversation and made up the class involvement in the School-Teacher-Class interaction.

The class took an active role in the School-Teacher-Class interaction excerpt involving the secretary by actively listening to the interaction. They confirmed this by letting the teacher know there was no need to repeat the information the secretary had passed on to him.

All the excerpts involved the class because they took place in the classroom whilst the class was present. The class responded to the initial part of the interactions by being passive, actively involved or through the use of Student-Class-Teacher interactions. In all cases the class was involved and played a role in the interactions that took place.

<u>Teacher-Class-Student Interaction, Number One</u>

This excerpt was originally presented as part of the Student-Class-Teacher interaction.

Teacher: "Alright I'd like the class to listen because here's what we're going to be covering today. Today we're going to finish taking a look at the transition in terms of energy usage that we've had through the centuries."

Student: "Yah."

Teacher: "From approximately, say, the seventeen hundreds."

Jerry: "What page are we on?"

Teacher: "We're also...I haven't given you a page yet Jerry. We're also going to take a look at other forms of energy. The lesson today will be focussing primarily on other forms of energy. Now, if you recall, at this point in time what was...say one of the first forms of energy that we came across in our study?"

Matthew: "Ah."

Student: "Aaaah."

Matthew: "Fire."

Teacher: "Fire. O.K. fire, then...?

Matthew: "Steam."

This excerpt commences with the teacher attempting to gain the attention of the class. He did this by saying "Alright, I'd like the class to listen because here's what we're going to be covering today." The teacher then began informing the class about the content of the lesson. The interaction became a complete Teacher-Class-Student interaction when a student responded to the teacher's comments with the word "Yan".

The teacher continued giving the lesson overview to the class until he was interrupted by Jerry calling out, "What page are we on?" After responding the teacher

again focused his attention and comments to the class. At the termination of the lesson overview, the teacher asked the question "...what was say...one of the first forms of energy that we came across in our study?" Matthew together with another student answered the question and their response terminated the second Teacher-Class-Student interaction.

With one exception the teacher directed all his comment to the whole class. He gained their attention, provided lesson content information and initiated the lesson by the use of a question. Since it was the teacher's intent to begin the lesson and the majority of his comments were class directed, these remarks form the basis of the Teacher-Class-Student interactions outlined above. The interactions were completed by student responses.

Teacher-Class-Student Interaction, Number Two

The excerpt used in this section was originally presented as part of the Teacher-Student-Class interaction excerpt.

Teacher: "O.K. Now, if you look at the picture at the bottom of page three hundred and two, you'll see that the oxygen enters the fire and water vapour and carbon dioxide enter the air."

Teacher: "Sam sit up."

Sam: "I'm looking for my pen."

Teacher: "Follow along..."

Sam: "I am."

Teacher: "Thank you."

Teacher: "Jerry."

Jerry: "May I get a drink?"

Teacher: "Yes."

Teacher: "O.K. So what's happened is the water vapour and carbon dioxide fumes are in the air now. The mass is still around. It hasn't been destroyed. It's changed form, but it hasn't been destroyed. Alright read page three hundred and three. I'd like you to think of these questions:- First of all, what form of energy is being used. Oh! that's entertaining Ken!"

Gary: (Laughs)

Teacher: "Get the elastic or whatever it is out of your mouth please."

Student: "Lift it up O.K.?

Matthew: (Laughs)

Teacher: "I'd like you to think of, number one - What forms of energy are being used in the pictures?"

Student: "Oh!"

Teacher: "And <u>two</u>, what are the advantages and disadvantages of each form of energy?"

The excerpt began with a Teacher-Class-Student instructional interaction. The teacher's first comments were directed to the whole class. The purpose of the comments was to have the students look at the bottom of page three hundred and two and gain information from a diagram. The teacher's final comments presented the concepts found in the diagram to the class. In this instance no student chose to respond directly to the teacher. The class referred to page three hundred and two and this action assured the teacher that the interaction was complete.

The following Teacher-Class-Student interaction is an example of a disciplinary interaction that used proximity and the lowering of a voice to deal with disruptive behaviour in class.

Teacher: "Sam sit up."

Sam: "I'm looking for my pen."

Teacher: "Follow along..."

Sam: "I am."

Teacher: "Thank you."

As Sam began to misbehave, I had several choices in terms of my reaction. I could yell at him, ignore him or I could deal with him in a quiet manner. As it turned out I chose to express my frustration by breathing deeply, sighing and in a low, stern voice talked to Sam. I knew I had to do something to countermine his

behaviour. Two years of his games were beginning to wear thin. I was also aware that whatever I did would have no long term value, but I had to do something. I was the teacher and I owed it to the rest of the class. Sam's games were a constant headache that I neither needed nor wanted. However, I did have to deal with them.

The verbal communication presented here is an example of a Teacher-Student-Class interaction. The non-verbal portion of the communication created a Teacher-Class-Student interaction.

The class was present and aware of the interaction between the teacher and Sam. Although all the students did not necessarily hear the verbal communication all were able to see the physical actions that were part of the interaction. The class received the message that the teacher wanted them to work and would take steps to ensure that they did so. If the teacher had not responded to Sam's behaviour the class may have ended in disruption. By standing close to Sam, the teacher confirmed that the student returned to task and conveyed a message to the rest of the class reinforcing his original instructions and the class continued with their work. The students responded to a non-verbal message in a non-verbal manner by fulfilling the teacher's instruction to read page three hundred and two.

The teacher attempted to proceed with an instructional Teacher-Class-Student interaction which was concluded when he drew the class's attention to Ken's behaviour by making the comment "Oh that's entertaining Ken". The class turned their attention to Ken and he stopped playing with a ruler. This is an example of a disciplinary Teacher-Class-Student interaction; the teacher drew the attention of the class to a misbehaviour and the resulting attention helped to terminate it.

Ken's behaviour signalled to me that class was going off track. I needed to get them back. Ken, Gary, Matthew, Sam and Ron were not on-task. I wanted to teach the lesson, but did not have everyone's attention. My reaction had to give the class the message "enough was enough" and the lesson would continue. My approach to Ken was slightly sarcastic but I knew he would understand, and the class would get the message. As it turned out I was correct and what I had anticipated happened and I continued with the lesson.

When the teacher responded to Gary's misbehaviour with the comment, "Get that elastic, or whatever it is, out of your mouth please", he was giving the class the message that he would not tolerate misbehaviour during the lesson. The interaction became a complete Teacher-Class-Student interaction when Gary complied with the teacher's instruction and removed the elastic. The excerpt

concluded with an instructional Teacher-Class-Student interaction when the teacher gave the class two questions for them to think about.

From the above excerpts it is clear that the Teacher-Class-Student interaction can be very subtle or extremely direct; can form part of another interaction or stand alone; and is the major type of interaction used in the presentation of a lesson and classroom management.

Teacher-School Interaction

Teacher-School interactions can assume many forms. In the data collected this type of interaction presented as that portion of the School-Teacher-Class interaction in which the teacher responds directly to a person representing the school. In the excerpt when the principal visited the classroom, the teacher made an alternative suggestion that they talk at lunch as he was at that time involved in teaching a lesson. During the situation involving the librarian the teacher confirmed he agreed with her plans for a Cooperative Planning Project. The episode involving the aide occurred when she was soliciting information from the teacher regarding the work set for Sam. This was needed to help her deal with this student as he was sent to work in her area of the school. The excerpt between the teacher and secretary confirmed that necessary forms would be dealt with and the information sent into the office the

following day. In all of these interactions the teacher was involved with another staff member thereby helping maintain a smoothly operating school.

Summary

The interactions defined in the study do exist in the classroom. Prior to writing this section I was not totally sure of this point, however I am now alert to the fact that all of the interactions depicted do take place during the course of a school day. I was aware there were interrelationships between interaction types that would be revealed during the course of writing this section, but had no idea of the intricacies of such relationships.

The slotting of an interaction into a particular category is dependent upon the situation and who the speaker is. If you key into student speech then it is a student initiated interaction; conversely, if you key into the teacher's speech then the interactions are of the teacher-initiated type. For each teacher interaction there is an equivalent student, or class, interaction. These interactions become complex upon the realization that one comment can relate to two or more interactions. This becomes even more complex when partial interactions are taken into account or when non-verbal communication takes place.

The diagram created for this study discloses the interaction of interrelating worlds. It presents several levels influenced by many factors all interacting at the same time. This, then, is the world of teaching.

A "good" classroom does not "just happen", it is the result of correct management of the various interactions taking place in a classroom and the school as a whole. "Good" teachers do not happen "by chance", they must be aware and active, keeping the interactions in balance and the school program in progress.

Reflections

The original intent of the study was for me to examine my own teaching in an attempt to gain insight and understanding of my own personal teaching method and experience.

The study when completed was intended to provide non-teachers and preservice teachers alike with an understanding of the teaching experience of one teacher.

In analyzing the data I chose to develop an interaction model as a framework for the study. The model is flexible, usable and takes into account the psychological content of a given situation it is my interpretation of the teaching environment. While using this framework for the analysis of my own teaching, I came to believe that the model has the potential to be utilized in describing

any teaching situation. Throughout the study the examination and development of my model became an important component in the analysis and presentation of my teaching experiences.

The study is in one respect the culmination of my attempt to determine who I am as a teacher. I have always aspired to teach in a classroom setting based upon mutual respect between teacher and students. The fact that this study was teacher centered, helped me to determine many of the underlying factors which lie at the root of what I do as a teacher. It also helped me to explore and develop my concept of what it is to be a teacher.

These discoveries, when shared with non-teachers and preservice teachers will, hopefully, shed some light on the misconceptions related to teaching. For example, the belief that anyone can teach and that the teaching process is simple.

Early in the study I had to deal with the question of how to maintain some level of objectivity during the process of doing a self-study. To deal with this question I formulated three goals:-

1) Eliminate any judgmental questions concerning the quality of my personal teaching.

2) Develop a framework for the analysis of the data

that would meet my needs and allow me to be as objective as possible.

3) Rely on the interaction definitions formulated in the study, as a guide for the section of excerpts from the data. By doing this it was my intent to demonstrate that these interactions did in fact exist.

It is my belief that students learn much through observing and interacting with their environment. During the teaching of a lesson there are actually two worlds, at least, operating in the classroom. The teacher's world operates in an attempt to teach the lesson, whereas the student's world is directed to either the lesson, or concerns such as participation in after school activities. In order for a teacher to maintain perspective in a classroom, he or she must recognize the existence of the student's world. Rapport between teacher and student is based on the teacher's ability to recognize, experience and to some extent share, in the student's world.

In order for a school to operate successfully the staff must work as a team. Each teacher must be involved in the school and be willing to share their own ideas and expertise with others. In order to facilitate this happening in a school there should be a clear philosophy statement and discipline policy. The philosophy

statement is needed to provide the school with an agreed upon purpose that can be used to evaluate school policies and action. The latter, namely the plan of discipline, must to be clear and understood by students, teachers and parents so that logical, agreed upon, consequences can be determined and implemented, thus enabling students make responsible decisions regarding their behaviour.

If the plan is clearly understood by all involved, inconsistencies in the management of student misbehaviour are greatly reduced. The teacher or principal is no longer put into the position of being a villain because of inconsistent actions. The students begin to realize their behaviour is the repercussion of choices they make and as a result they are ultimately responsible.

I believe that students need some structure to provide them with a framework in which to learn to make decisions and develop into independent, responsible individuals. To this end the structure must provide consistency within the environment. It must also afford students the opportunity to make decisions and take responsibility without fear of failure. If the structure is punitive in nature, it can restrict the students' growth as individuals and promote chaos and conflict. Consequences of behaviour must be reasonable, understood and consistently enforced. It is only when the teacher has their respect that a class can become truly flexible.

Before a teacher can allow the students to explore during their learning, he or she must know they will respond to the request to return back to a structure. The student's reaction to such a request will depend entirely upon the level of mutual respect that exists in the classroom.

The greater the level of respect found in a classroom the easier the management of the class becomes because students want to be treated as people. The management plan proposed by Barbara Colorosso (1983) is humanistic, simple to use and provides the structure students need to grow and learn.

For me, as a teacher, the ultimate frustration comes when a student does not accept responsibility for his or her actions. This prevents them from achieving their true potential as students and individuals. It also has the possibility of creating a conflict situation in which the student presents the teacher with the attitude "Make me do it", in an aggressive or passive manner. Either form is frustrating to me.

In the class used for this study there were several students who did not accept responsibility for their behaviour. The result of this situation was that my role became more managerial in order to provide a good environment in which the entire class could progress with their learning.

My goal in teaching is to help the students develop the ability to find information, use their personal ideas and gather support for them. I believe that these skills are necessary in order for an individual to become an independent, responsible adult. The Family Time Program at Ashgrove helped toward this goal, because it gave the students the opportunity to share their ideas with others, and to develop leadership skills by participating in group work.

The routines I use in the daily operation of my classroom are based upon a combination of my needs as a teacher, my beliefs and my experience. The methods help me to focus on lesson presentation and provide the students with information concerning lesson, together with teacher beliefs and goals for the class.

Many of the concepts a person believes emerge as a result of his occupation. After analyzing the data used in the study, I can now attempt an explanation of my philosophy and psychology of education.

It is my belief that the ability to think and use ideas is primary to the existence of a school. As more information becomes available throughout the world, greater emphasis must be placed on the developing skills needed to locate, analyze and express information. Knowledge is in a constant state of change, new discoveries are made and old beliefs dispelled, as we

attempt to use knowledge to make sense of our world. Greater and greater grows the need to use our ability to analyze knowledge and also the consequences of the amount of knowledge that potentially exists in the world today

School is also a place for social growth. Students need to socialize with others. Without this ability to work and play with others, the student can become withdrawn and alone. These social an emotional skills are important to life within a society. When schools address the academic, social and emotional needs of a student they are directing the program to the development of the whole child.

In terms of psychology, I believe I am a practical, humanist. I am humanistic in the sense that it is my belief that with the opportunity students will make the best possible choice. My practicality convinces me that the teacher must have a structure that presents the students with possible choices together with consequences for inappropriate choices.

The whole child is important to me as I feel it is very important that a teacher be sensitive to the needs, feelings and concerns of the student. Mutual respect in a classroom is, in my belief, based upon the acceptance by the teacher and students, that each is a unique individual who is important in their own right.

No two teachers are the same, no two students are the same, no two situations are the same! However, the context, emphasis, purpose, personal beliefs, background and experience of those involved in an interaction do change.

When you can articulate your ideas clearly you have increased awareness, improved understanding and the knowledge required to reinforce or change your actions whenever it may become necessary.

Reflections on the Model

I realize the model has its basis in the writing of Educational Administration and Curriculum. In doing course work for my degree, I took courses dealing with evaluation and the change process in schools. The reading in these courses introduced me to theorists who perceived the school as sets of interactions. The curriculum courses I took provided me with the confidence to speak of "Worlds". I cannot say that any one author in these areas specifically helped my study, but together the course work and reading allowed me to formulate my ideas into the diagram of School Interactions.

In doing my study I found that the writings on teacher thinking most appropriate. This field is very new and needs more research. A larger theoretical background is needed in this area to support studies such as mine.

Value of the Model

The model allowed me to explore the teaching world in it's entirety as I understand it. It provides a starting point for other studies of this nature. My interest in the study was maintained by my excitement in exploring the interactions that evolved from the model. The model helped me to explore a new field in a innovative way.

Limitations of the Model

The study was limited due to the fact that it did attempt to examine the whole picture of teaching. In examining a large picture some detail is inevitably lost. In producing the study I was aware of the need to be analytical and as objective as possible. My concern for this helped me formulate the model. It also prevented me from fully exploring my personal thinking as teacher. The study needed more theoretical background also more theoretical work is necessary in the field of teacher thinking. The literature review for my study was difficult to compile because so much material applied indirectly to what I was attempting to study. Unfortunately, very little available literature applied directly to my work.

As my study evolved two tracks emerged in it, 1) The exploration of self, 2) The supporting of the model.

I tried to make both tracks work together to present my experiences. This resulted in too much concentration on

rationalizing the model and not enough time exploring my personal world.

This study could have been carried out in a better manner if I had had another teacher to work with. This would have allowed me to explore my feelings and beliefs through sharing and discussing them with another teacher who had taken an active part in some of my experiences.

Conclusions

I believe the model does work and further study will determine any weaknesses. I also believe that teachers use various techniques from different schools of thought in order to achieve their classroom goals. The result of this is that no teacher can be a total humanist. Not all students respond to humanistic techniques therefore other techniques must be used to help students develop into independent, responsible individuals.

Further Questions for Study

1. What are the limitations of the model?
2. How representative is my experience as far as teaching is concerned?
3. Will people who read this study gain the desired insight into my teaching experience and the class presented in the study?

I realize that the final question is almost impossible to answer because times, classes and people change. I

also accept the fact that this is one account of one person and one class. However, as is possibly the case with all researchers, I do have a desire that the study will make a difference somehow to someone. I have learned through conducting this study and only time will tell if my wish for it's potential comes to be!

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